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ABSTRACT

This report, part of the Beginning Postsecondary Students Longitudinal Study, provides information about the three-year persistence and degree attainment of students who began their postsecondary education in 1995-96, with a primary focus on students who started at less-than-4-year institutions. The report finds that many of the differences in the enrollment experiences of beginning students at private for-profit and public less-than-4-year institutions reflect differences in the type of program. Eighty percent of students in private institutions began in vocational certificate programs, while about 80 percent of students in public institutions began in associate degree programs, which take longer to complete. Nevertheless, attainment rates for both vocational certificates and associate degrees were much higher for students who began in private institutions. Compared with students in the public sector, those in private institutions were more likely to focus on gaining job skills; had degree goals specific to the programs offered at the first institution attended and were less likely to intend to transfer to a four-year college; were more likely to attend full time; and completed their certificate or associate degree programs in a shorter time period. Appended are a glossary, technical notes, and methodology. (RH)

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Statistical Analysis Report April 2000

Beginning Postsecondary Students Longitudinal Study (BPS:96/98)

Descriptive Summary of 1995–96 Beginning Postsecondary Students: Three Years Later

With an Essay on Students Who Start at Less-Than-4-Year Institutions

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Statistical Analysis Report April 2000

Beginning Postsecondary Students Longitudinal Study (BPS:96/98)

Descriptive Summary of 1995–96 Beginning Postsecondary Students: Three Years Later

With an Essay on Students Who Start at Less-Than-4-Year Institutions

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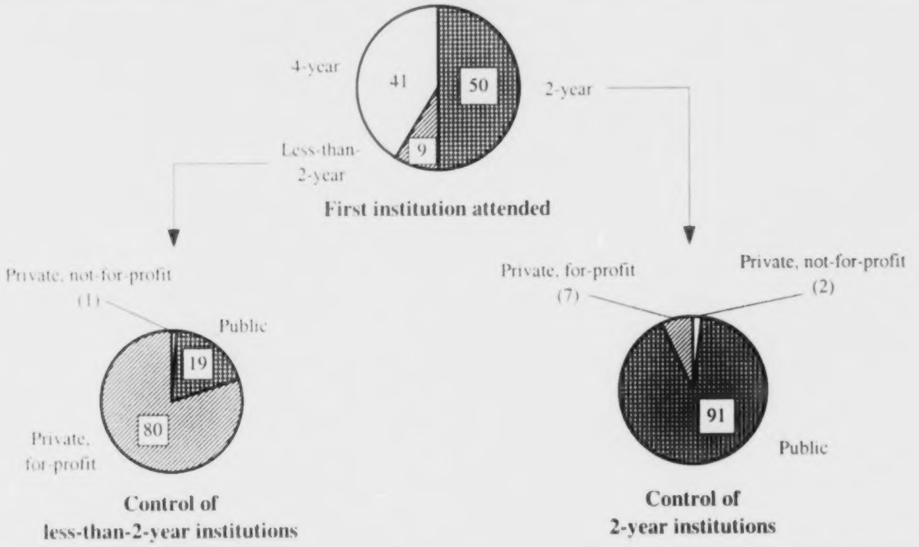
Executive Summary

Of the roughly 3 million students who first enrolled in postsecondary education in 1995–96, about 40 percent began in 4-year institutions (usually in bachelor's degree programs), but the majority began at less-than-4-year institutions, including one-half at 2-year institutions and about 10 percent at less-than-2-year institutions (figure A). Less-than-2-year institutions offer only vocational certificate programs that can be completed anywhere from a few months to just under two years. Two-year institutions offer both certificates and associate's degrees that require two to three years of full-time enrollment. The students who started at these less-than-4-year institutions in 1995–96 could have completed a certificate or associate's degree program by 1998, while those in 4-year bachelor's degree programs would normally just be completing their junior year of college.

The subject of this report is the persistence and degree attainment after three years of the students who began postsecondary education in 1995–96, with a focus on those who started in less-than-4-

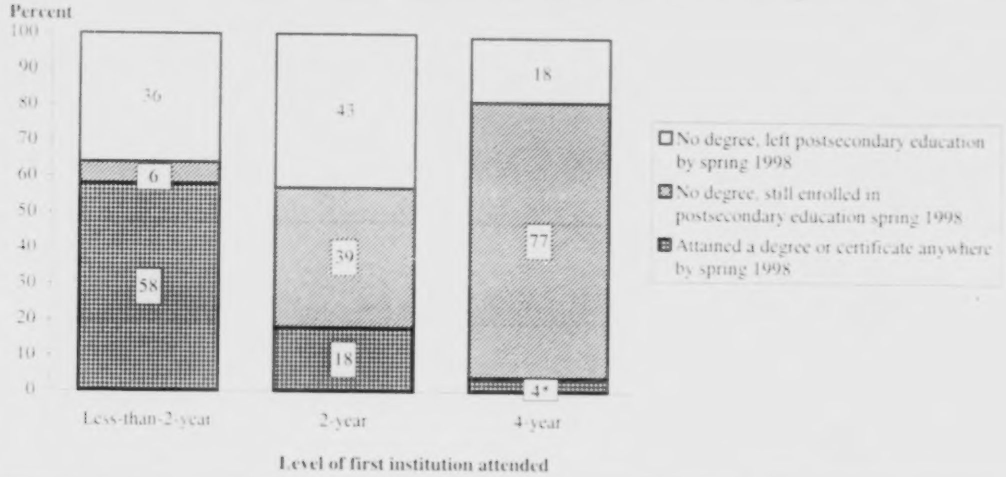
Figure A—Percentage distribution of 1995–96 beginning postsecondary students according to level of institution first attended and among those in less-than-4-year institutions, the percentage distribution according to institution control



NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Figure B—Percentage distribution of 1995–96 beginning postsecondary students after three years according to enrollment status and attainment (anywhere), by level of first institution attended



*One percent bachelor's degree; 3 percent associate's and certificates.

NOTE: Details may not sum to 100 due to rounding. Because of a small difference in the number of missing values at less-than-2-year institutions, the 6 percent still enrolled is slightly lower than in table 2. The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

year institutions. *Attainment* means that the student completed a program and earned a degree, defined broadly as including certificates. *Persistence* refers to all those who continued to be enrolled until they completed a program, and therefore includes those who attained a degree. Students who transferred from their original institution and continued to be enrolled or completed a program elsewhere have also persisted.

Figure B displays information about the persistence and attainment three years after students first enrolled in 1995–96. Each institution sector is shown separately. Among those who started in 4-year institutions, 18 percent had left postsecondary education without a degree, about three-fourths were still enrolled without a degree, and a small percentage had attained a degree (mostly certificates and associate's). That is, about 80 percent had persisted, but not necessarily at the institution where they first started.[1] Among those who started at 2-year and at less-than-2-year institutions, about 40 percent had left postsecondary education within three years. The majority of those who started at less-than-2-year institutions had attained a certificate or degree (58 percent), compared with 18 percent of those who started at 2-year institutions.

As shown in figure A above, most of the beginning students who enrolled in the 2-year sector (91 percent) attended *public* institutions, usually community colleges. Most of those in the

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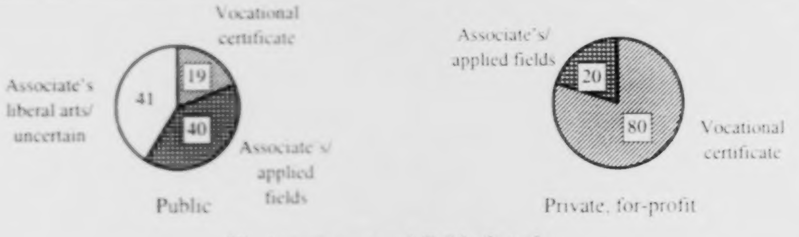
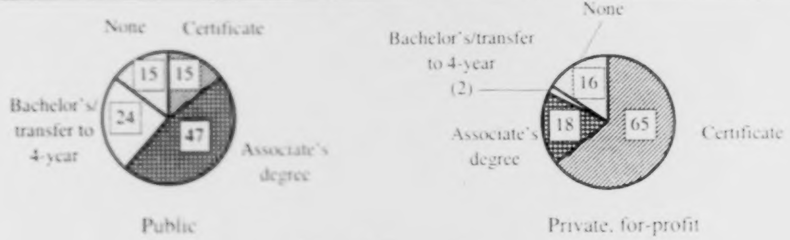
[1] Twenty percent of the freshmen transferred out of their initial 4-year institution.

Figure C—Percentage distribution of 1995–96 beginning postsecondary students who first enrolled in public and private, for-profit less-than-4-year institutions, by first program and field of study and by first degree goal



First program and field of study



First degree goal

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

less-than-2-year sector (80 percent) attended *private, for-profit* institutions (also known as proprietary or private career schools). The community colleges have a broad range of missions, from job training to offering lower division courses for students who want to transfer to 4-year institutions. The private, for-profit institutions generally only offer programs that prepare students for specific occupations.

The rest of the essay will focus on the less-than-4-year institutions, comparing the students who started at public with those who started at private, for-profit institutions in terms of their degree programs, goals, and enrollment patterns. The analysis differentiates between students in certificate and associate's degree programs and further separates students in associate's degree programs into applied and liberal arts fields. One of the main questions addressed is why students who begin at less-than-4-year public institutions have lower rates of attainment than those who begin at private, for-profit institutions.[2]

Programs, Degree Goals, and Purpose

In order to make a meaningful comparison between students who begin their postsecondary education at less-than-4-year public and private, for-profit institutions, it is important to examine the types of programs in which students enroll and further why they have enrolled. Figure C illustrates how students in less-than-4-year public and private, for-profit institutions were distributed with respect to both their program and field of study and their reported degree goals.

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[2] The analysis excludes about 2 percent of the students who are in less-than-4-year private, not-for-profit institutions (primarily junior colleges).

Private, for-profit institutions primarily offer short-term programs leading to vocational certificates. Accordingly, four-fifths of these students were enrolled in certificate programs, primarily in cosmetology, health assistance, secretarial, and mechanical trades. The remaining one-fifth were enrolled in applied associate's degree programs such as business, allied health technicians, and engineering technology. Students beginning in public 2-year institutions, on the other hand, were more likely to be enrolled in associate's degree programs than in vocational certificate programs. About 40 percent were in applied associate's degree programs, and another 40 percent were either liberal arts majors or had not declared a major.[3]

An examination of beginning students' degree goals at the institution where they start clarifies their actual intentions with respect to their current enrollment. Unlike most private, for-profit institutions, one of the missions of public 2-year institutions is to provide a means for students working toward a bachelor's degree to complete their lower division requirements and transfer to a 4-year institution. Students who transfer are not required to have earned an associate's degree, but if they successfully transfer, they have achieved their goal for that institution.

Students in public institutions primarily reported goals of earning an associate's degree (47 percent) or transferring to a 4-year college without a degree (24 percent). By contrast, students in private, for-profit institutions indicated goals of obtaining a vocational certificate (65 percent) or an associate's degree (18 percent), while few indicated any transfer intentions (2 percent). In both the public and the private, for-profit sectors, approximately the same percentage reported having no degree goal (15 and 16 percent, respectively). That is, they were probably enrolled to advance their occupational skills or for their own personal enrichment.

When students in less-than-4-year institutions were asked to report their primary reason for enrolling (separate from their degree goals), two-thirds of those in private, for-profit institutions indicated that they wanted to gain job skills, compared with one-quarter of those in public institutions. Correspondingly, about one-third of students in public less-than-4-year institutions reported plans to transfer to a 4-year college, compared with only 2 percent of those in private, for-profit institutions.

Taking into account both students' degree goals and their primary purpose for enrolling, it is apparent that those enrolled in the private, for-profit sector would be able to fulfill their intentions of earning a certificate or an associate's degree and, in the process, enhance their job skills all in the same institution. Students in the public sector, on the other hand, had less of an immediate occupational focus and often planned to transfer to a 4-year college without earning an associate's degree.

Persistence and Attainment of Students at Less-Than-4-Year Institutions

A major difference between certificate and associate's degree programs is the time it takes to complete them. A vocational certificate program is often completed in about one year, while associate's degrees take at least two years to complete. Most of the beginning students at private, for-profit less-than-4-year institutions were enrolled in short-term certificate programs (80 percent), while most of those in public institutions were enrolled in longer term associate's degree programs (81 percent).

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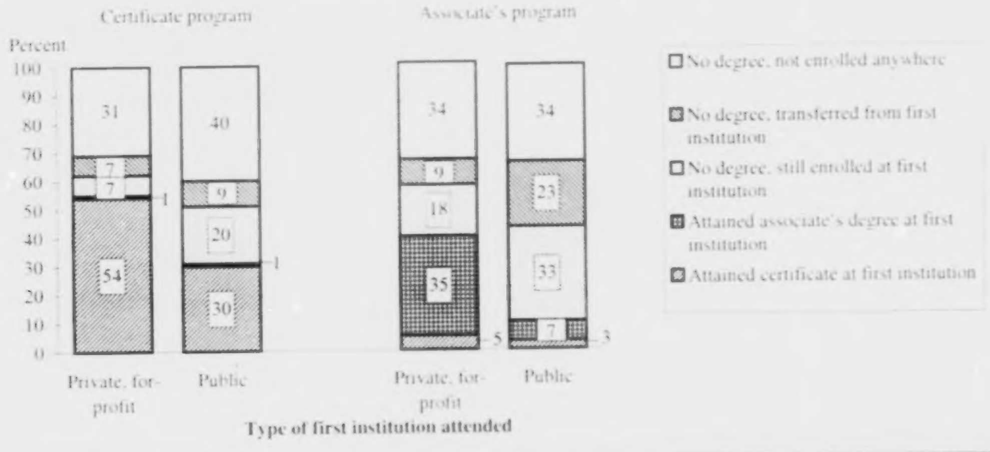
[3] About one-third of the liberal arts/uncertain group had not declared majors.

Not only were the beginning students in the private, for-profit institutions primarily enrolled in shorter programs, but most of them (about three-fourths) were full-time students during their entire enrollment. At the public institutions, about one-half of the beginning students started their enrollment full time, but just one-third continued to attend full time as long as they were enrolled. Moreover, about one-fourth of those in the public institutions were always enrolled part time, compared with about one-tenth in the private, for-profit institutions.

Full-time students are obviously able to progress through a program more quickly than part-time students. Since most of the students starting in the private, for-profit sector were in shorter programs *and* attended full time as long as they were enrolled, it might be expected that they would have higher rates of degree attainment after three years than those who started at the public less-than-4-year institutions, where most of the students were in longer programs and less likely to attend full time.

Comparing the students in the two sectors who began in vocational certificate programs and those who began in associate's degree programs controls for the effect of the difference in the length of these programs on attainment rates. The percentages displayed in figure D differentiate students who were still enrolled at the same institution from those who transferred and are limited to those who attained a degree at the first institution attended.

Figure D—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit and in public less-than-4-year institutions, by enrollment status and attainment at the first institution attended after three years



NOTE: Details may not sum to 100 due to rounding. The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

The differences in attainment rates at public and private, for-profit institutions are still evident within certificate and associate's degree programs. About one-half (54 percent) of those who began in certificate programs at private, for-profit institutions attained a certificate at the first institution attended, compared with 30 percent of those who began at public institutions. The percentage of beginning students in associate's degree programs who attained associate's degrees at the first institution was also higher at the private, for-profit institutions than at the public institutions (35 percent compared with 7 percent).

There was no difference between sectors in the percentage of those in associate's degree programs who left postsecondary education from the first institution without a degree (34 percent). However, as might be expected from the difference in degree goals examined earlier, the percentage of those in associate's degree programs who left the first institution attended to transfer elsewhere was higher at the public than at the private, for-profit institutions (23 percent compared with 9 percent).

The difference in the attainment rates of beginning students in the two sectors appears to be related to the much higher percentage of full-time students in the private, for-profit institutions. In addition, the higher degree attainment rates at the for-profit institutions may be related to their term structure. Many for-profit institutions offer programs that allow continuous enrollment without regular term structures or summer vacations. This is reflected in the time it took students to attain degrees or certificates. Those full-time students who completed certificates at private, for-profit institutions finished in an average of 12 months, while those who completed certificates at public institutions required an average of 16 months. Similarly, those who completed an associate's degree at public institutions took an average of 25 months, 3 months longer than those who received an associate's degree at private, for-profit institutions by 1998.

Conclusions

Many of the differences in the enrollment experiences of beginning students at private, for-profit and at public less-than-4-year institutions reflect the differences in the type of program in which they were enrolled. Eighty percent of the students in the private, for-profit institutions began in vocational certificate programs, while about eighty percent of the students in the public institutions began in associate's degree programs, which take longer to complete. Nevertheless, the attainment rates for both vocational certificates and associate's degrees were much higher for students who began in private, for-profit institutions.

There were also distinct differences in degree goals, reasons for enrolling, and attendance patterns between students in the two sectors that contribute to explaining some of the attainment differences. Compared with students in the public sector, those in private, for-profit less-than-4-year institutions:

- were more likely to focus on gaining job skills;
- had degree goals specific to the programs offered at the first institution attended and were less likely to have intentions of transferring to a 4-year college;
- were more likely to attend full time for the duration of their enrollment; and
- completed their certificates or associate's degree programs in a shorter time.

Foreword

This report provides a description of the data collected in the first follow-up of the 1995–96 Beginning Postsecondary Students Longitudinal Study (BPS:96/98). The study is based on a sample of students who began their postsecondary education in 1995–96 and were initially interviewed in 1996 as part of the National Postsecondary Student Aid Study (NPSAS:96). These first-time beginning students were interviewed again in mid-1998, about three years after they had started their postsecondary education. A major purpose of the BPS studies is to provide information about the persistence of beginning students in postsecondary education and their attainment of any certificates or degrees at different types of institutions.

Because most students who began in 1995–96 would not have been enrolled long enough to complete a bachelor's degree at the time of the follow-up survey in 1998, the essay of the report focuses on the persistence and attainment of students enrolled in programs leading to associate's degrees and vocational certificates at less-than-4-year institutions. In particular, the analysis compares the outcomes of students in public institutions with those in private, for-profit institutions three years after they first enrolled.

The essay is followed by a compendium of supplemental tables detailing persistence and attainment by various types of institutions. It also contains summary findings and tables about the characteristics of beginning students, with a particular emphasis on employment.

The estimates presented in the report (mostly percentages) were produced using the NCES Data Analysis System (DAS) for the BPS:96/98 survey. The DAS is a microcomputer application that allows users to specify and generate their own tables. The DAS produces design-adjusted standard errors necessary for testing the statistical significance of differences shown in the tables. For more information regarding the DAS, readers should consult appendix B of this report.

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The data described in this report represent over six years of collaborative effort between MPR Associates and the Education Surveys Program at the Research Triangle Institute. We are especially grateful to the Program Director, John Riccobono, as well as Jennifer Wine, Daniel Pratt, Tim Gabel, and Roy Whitmore for their good-natured cooperation and hard work in designing and producing the NPSAS:96 and BPS:96/98 studies. At MPR Associates, Michael Clune deserves all the credit for specifying and organizing the analytic variables and for producing a high-quality public release data file for BPS:96/96. Robert Fitzgerald, Vishant Shah, and Shirley He assisted in the analytic work on the report. Andrea Livingston edited the report. Barbara Kridl coordinated its production, Francesca Tussing cheerfully formatted the many revisions of the text, tables, and graphics, and Karyn Madden and Helen Jang proofread and assembled the final document.

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STUDENTS WHO START AT LESS-THAN-4-YEAR INSTITUTIONS

Introduction

In 1995–96, approximately 3 million students began their postsecondary education for the first time. A sample of these first-time beginning students was chosen to be interviewed in 1996 as part of the National Postsecondary Student Aid Study (NPSAS:96), and then interviewed again three years later during mid-1998 in the first follow-up of the Beginning Postsecondary Students Longitudinal Study (BPS:96/98).[1] A complete description of these beginning students during their first year in postsecondary education is available in another report.[2] The current report provides a descriptive summary of their educational experience after three years, with a special emphasis on their persistence in postsecondary education and their attainment of any degrees or certificates.

About two-fifths of the students beginning in 1995–96 enrolled in 4-year colleges and universities, while three-fifths enrolled in less-than-4-year institutions that did not offer a bachelor's degree (figure 1). One-half of all beginning students attended 2-year institutions and about 9 percent attended less-than-2-year institutions. Almost all beginning students in the 2-year sector attended public institutions (91 percent), which are usually called community colleges. Most of those in the less-than-2-year sector (80 percent) attended private, for-profit institutions, which are also known as private career or proprietary schools.

Less-than-4-year institutions offer vocational certificate programs and associate's degree programs in the liberal arts and in applied fields. The certificate programs are relatively short and can usually be completed in about one year of full-time enrollment, while the associate's degree programs require two to three years. Therefore, the students who began at less-than-4-year institutions in 1995–96 could have completed their programs by the time of the first follow-up survey in 1998, while those who started in bachelor's degree programs at 4-year institutions would normally just be completing their junior year of college.

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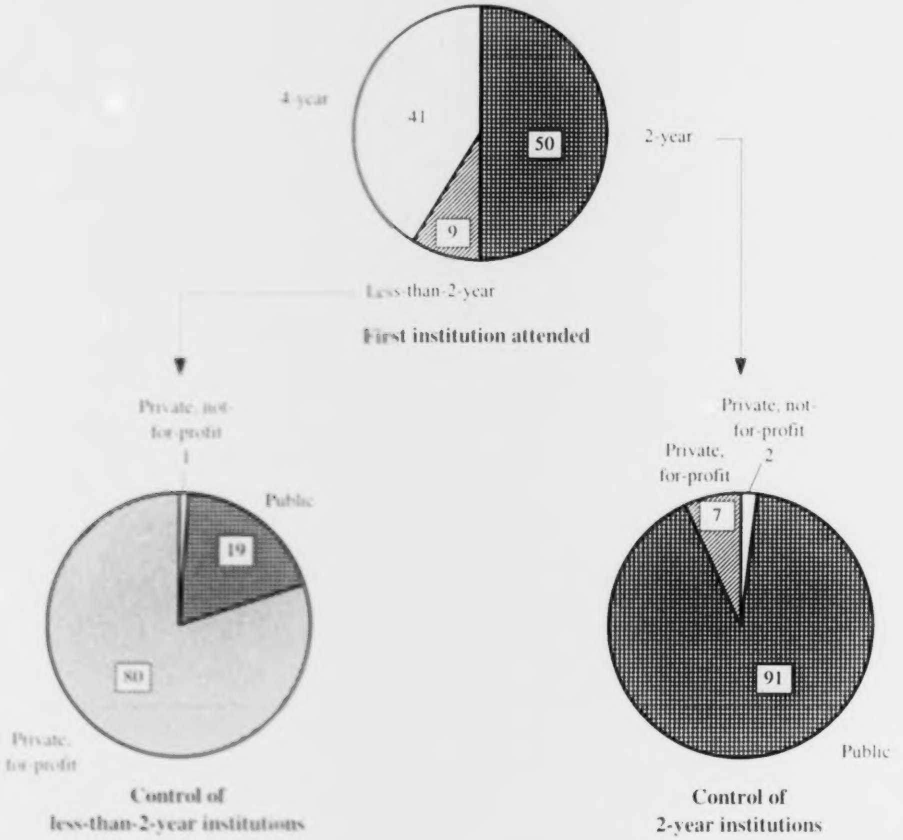
[1] J. Wine et al., *Beginning Postsecondary Students Longitudinal Study First Follow-up 1996–98, Methodology Report* (NCES 2000–157) (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2000).

[2] L. Kojaku and A.M. Nuñez, *Descriptive Summary of 1995–96 Beginning Postsecondary Students, With Profiles of Students Entering 2- and 4-Year Institutions* (NCES 1999–030) (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1998).

Figure 1—Percentage distribution of 1995–96 beginning postsecondary students according to level of institution first attended and among those in less-than-4-year institutions, the percentage distribution according to institution control



NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

The essay in this report begins with a comparison of the experience of students who began in 4-year, 2-year, and less-than-2-year institutions, examining the three-year rates of degree attainment, institutional retention, and postsecondary persistence. *Attainment* means that the student completed a postsecondary program and received a credential, either a certificate in a vocational field, an associate's degree, or a bachelor's degree. Institutional *retention* refers to those beginning students who remained at the same institution where they started until they completed a program. Three-year retention rates include the percentage of beginners who had attained a degree at their original institution as well as those who continued to be enrolled there after three years. Student *persistence* is a broader concept. It refers to those students who have continued anywhere in postsecondary education, including those who had transferred out of their original institution. Three-year persistence rates include the percentage of beginners who had attained a degree at any institution in three years and those who were still enrolled at any postsecondary institution.

The rest of this essay focuses on the patterns of persistence and attainment of those students who began at less-than-4-year institutions in 1995–96, and some of the employment outcomes of both those who completed a program within three years and those who did not. The emphasis is on the differences between students who began their postsecondary education in certificate and associate's degree programs, examining the characteristics of students at public and at private, for-profit institutions separately.[3] One of the issues examined is why beginning students at public institutions have lower rates of attainment than those beginning in private, for-profit institutions.

This report expands and refines the analysis of a previous study of the five-year persistence of students who began postsecondary education in 1989–90 (BPS:90/94).[4] That study examined persistence and attainment rates after five years, with a focus on the differences by the level of the institution at which the students began. The previous analysis showed that those who began at less-than-2-year institutions were more likely to be older and nontraditional than those who began at 2-year institutions. Although nontraditional students generally had a greater risk of not persisting, those who began at less-than-2-year institutions had higher rates of attainment than those who began at 2-year institutions.

In the essay and in the supplemental tables of this report, the data are aggregated to focus more on the difference between students in public and in private, for-profit less-than-4-year institutions. There is also an emphasis on the type of degree program, degree goals, and primary purpose for enrolling as indicated by the students in the interviews for the BPS:96/98 survey. Although certificates of completion and diplomas in vocational programs may not meet the strict definition of "degrees," in this report the terms "degrees," "degree programs," and "degree goals" are used as generic terms that include any type of postsecondary course of study and any type of credential that certifies the completion of a postsecondary education program.

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[3] Students at private, not-for-profit institutions (primarily junior colleges) represented about 2 percent of the beginning student enrollments at less-than-4-year institutions and will not be analyzed separately. They are included in the essay table totals, however, and are shown separately in the supplemental tables.

[4] L. Berkner, S. Cuccarro-Alamin, and A. McCormick, *Descriptive Summary of 1989–90 Beginning Postsecondary Students: Five Years Later, With an Essay on Postsecondary Persistence and Attainment* (NCES 96–155) (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

Retention, Persistence, and Attainment After Three Years

The length of time that is normally required to complete a program at a postsecondary institution is related to the level of the degrees offered there and the type of the program in which the student is enrolled. Less-than-2-year institutions only offer vocational certificate programs that can often be completed in about one year. Two-year institutions (primarily community colleges) usually offer both short-term certificate programs and associate's degree programs that generally require at least two years of full-time enrollment. Four-year institutions mainly offer bachelor's degree programs that can be completed in four years, but some also offer certificate and associate's degree programs that can be completed in less time.

The actual length of time that students take to complete any program also depends on whether they are enrolled as full-time students or whether they progress more slowly because they are enrolled part time. Most of the freshmen in bachelor's degree programs at 4-year colleges and universities were enrolled full time when they began, and the majority of them continued to be enrolled full time for three years.[5] The majority (about three-fourths) of beginners in vocational certificate programs at less-than-2-year institutions were also full-time students during their entire program.[6] At the 2-year institutions, however, beginners were less likely to be enrolled full time. At the community colleges, for example, about one-half of the beginners were enrolled full time during their first term, and about one-third continued to attend full time as long as they were enrolled.[7]

The students who began postsecondary education in 1995–96 could have attained certificates and associate's degrees by the spring of 1998, but most would not have been enrolled long enough to complete a bachelor's degree program. Those who did complete a program and received a certificate or degree as well as those who were still enrolled in 1998 *persisted* in postsecondary education. If they completed the program at the institution where they first started or if they continued to be enrolled there without having attained a credential, they were *retained* by the institution.

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[5] Ninety percent began as full-time students in 1995–96, and 75 percent were always enrolled full time while they persisted. See U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS: 96/98), Data Analysis System.

[6] Table 6 below.

[7] Table 6 below. The small proportion of 2-year students at private, for-profit institutions was predominantly full time, however.

The difference between persistence and retention is in the way transfers are regarded. *Retention* represents the institutional perspective. Students who transfer to other institutions before completing a degree are usually considered not to have been retained at the original institution. *Persistence* represents the student perspective. Persistence in postsecondary education does not depend on remaining at any particular institution, as long as the student continues to be enrolled somewhere. Institutions usually do not know whether students who do not return have transferred elsewhere. When institutional "dropout rates" are reported, they usually include those students who have left to transfer elsewhere but have in fact continued to persist in postsecondary education at a different institution. The retention rates reported by institutions will therefore understate the actual rates of student persistence and attainment in postsecondary education as a whole.

Institutional Retention

The three-year enrollment experience *at the first institution attended* by the students beginning at 4-year, 2-year, and less-than-2-year institutions in 1995–96 is shown in figure 2. The percentages shown in the figure provide the basis for determining the average retention rates at those types of institutions. Institutional retention rates are usually measured as the sum of those beginning students who have attained a degree at the institution and those who are still enrolled there. Those who are not retained may either have transferred to another institution or left postsecondary education entirely.

At the 4-year institutions, the retention rate of beginning students after three years was 67 percent (64 percent were still enrolled there, and 3 percent had attained degrees there). That is, within three years, about one-third of the freshmen who began at 4-year colleges and universities in 1995–96 had left the institution where they had started before completing a degree. This does not mean that one-third of the students had "dropped out" of higher education, however. As also shown in figure 2, those beginning students who left a 4-year institution during the first three years were more likely to transfer to another institution (20 percent) than to leave postsecondary education and not re-enroll anywhere else (13 percent).[8]

At the less-than-2-year institutions, the retention rate was 61 percent: 54 percent of the students had earned a certificate at their original institution, and just 7 percent were still enrolled there after three years. In part, this relatively high rate of attainment in three years or less reflects the short duration of the certificate programs offered at these institutions and the high percentage of students enrolled full time. At the 2-year institutions, which offer both short certificate and

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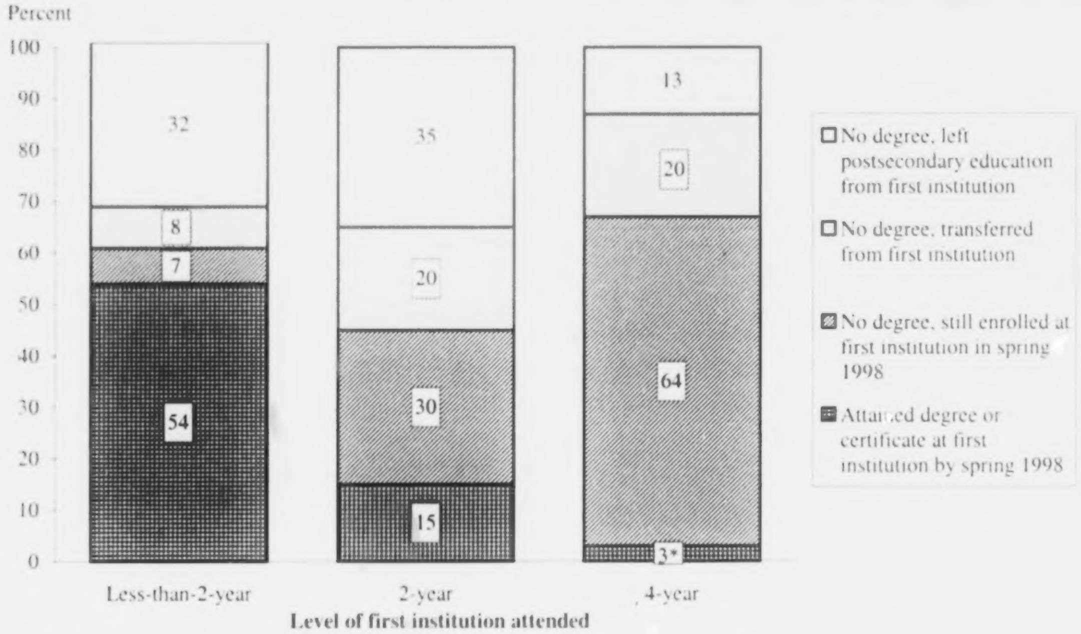
[8] Eventually, about one-fourth of the transfers from 4-year institutions also left postsecondary education without a degree from another institution, so that the total of those who began at 4-year institutions and left postsecondary education without a degree after three years rose from 13 percent to the 18 percent shown in figure 3.

Figure 2—Retention of 1995–96 beginning postsecondary students at the first institution attended after three years, by level of first institution attended



*One percent bachelor's degree; 2 percent associate's and certificates.

NOTE: Details may not sum to 100 due to rounding. The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

longer associate's degree programs and where students were more likely to be enrolled part time, a smaller proportion of the beginning students (45 percent) were retained: 15 percent had earned a degree at the institution where they had started, and another 30 percent were still enrolled there without a degree.

At both less-than-2-year and at 2-year institutions, about one-third of the beginners left postsecondary education entirely within three years (32 percent and 35 percent, respectively). The percentage of students who left and then transferred elsewhere was higher at the 2-year institutions, however (20 percent compared with 8 percent). One of the basic functions of 2-year institutions, especially the community colleges, is to provide lower division courses for those who want to transfer to 4-year institutions. Since it is not necessary to earn an associate's degree in order to transfer, it can be argued that institutional retention rates at 2-year institutions should also include those students whose enrollment has allowed them to transfer to a 4-year institution without an associate's degree. Included in the 20 percent who had transferred (anywhere) from

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the first 2-year institution without completing a degree were 12 percent who transferred to 4-year institutions.[9] If these students were included, the average three-year retention rate at 2-year institutions could be interpreted as 57 percent (15 percent attained, 30 percent still enrolled, and 12 percent transferred to 4-year institutions).

Student Persistence

Students' persistence is measured in terms of their enrollment experience in postsecondary education as a whole. Students who continue to be enrolled or have earned a degree have persisted, whether or not they stayed at the original institution where they started. During the first three years, about one-fifth of the students beginning in 2-year or in 4-year institutions left the institution where they started before completing a degree, but continued their education by transferring somewhere else.[10] The rates at which students actually persist in postsecondary education are therefore underestimated when only institutional retention rates are reported, without considering transfers. In the rest of this essay, the focus will be on beginning students' persistence and attainment anywhere in postsecondary education during the three years after they first enrolled.

The total three-year persistence and attainment rates (anywhere) of the students who began postsecondary education in 1995–96 are shown by the level of the institution first attended in figure 3. The percentage of students who had earned a degree anywhere within three years also reflects the length of the programs offered at the institutions where they began. By 1998, more than one-half (58 percent) of those who began at less-than-2-year institutions had attained a credential (nearly all certificates); at 2-year institutions, 18 percent had attained either certificates or associate's degrees; and at 4-year institutions, 4 percent had attained some type of credential, including 1 percent who had attained a bachelor's degree within three years.[11]

The three-year persistence rates, which are the sum of the percentage of students who had attained a degree and of the percentage still enrolled anywhere in postsecondary education, are also shown in figure 4. After three years, about 80 percent of the freshmen who started at 4-year colleges and universities in 1995–96 were either still enrolled somewhere in postsecondary education or had earned a credential. Among those who began either at 2-year institutions (primarily community colleges) or at less-than-2-year institutions (primarily private, for-profit), roughly 60 percent had persisted.

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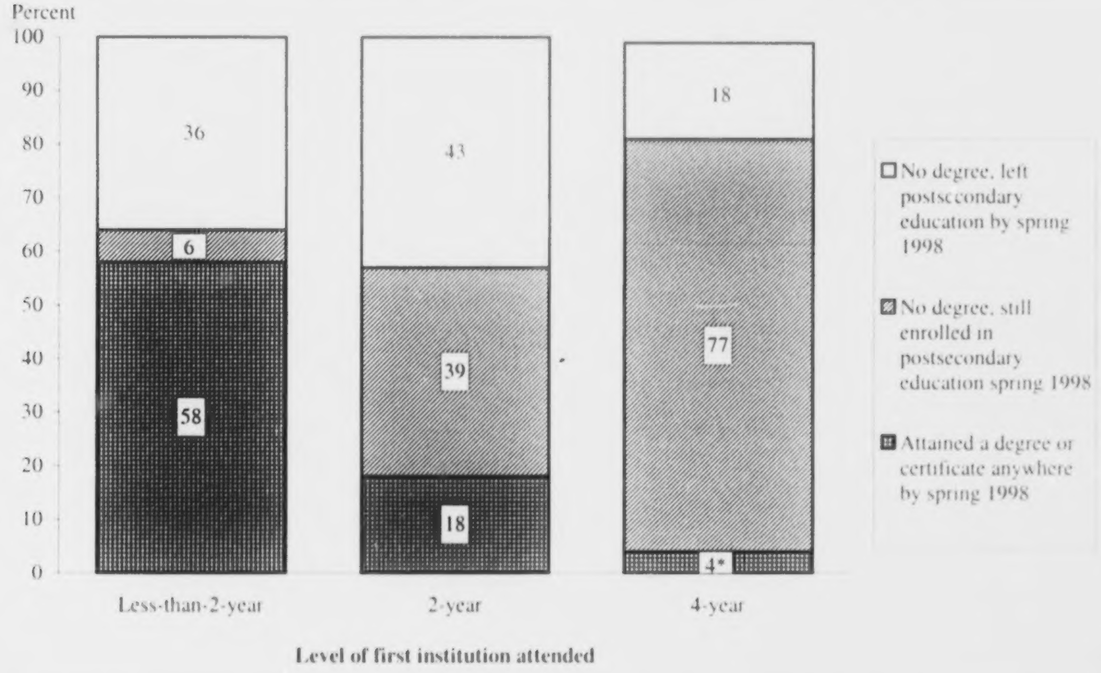
[9] U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98), Data Analysis System.

[10] Compendium table 3.0a. For more information about transfers, see A. McCormick, *Transfer Behavior Among Beginning Postsecondary Students: 1989–94* (NCES 97–266) (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1997).

[11] Table 2 below shows the types of degrees attained.

Figure 3—Percentage distribution of 1995–96 beginning postsecondary students after three years according to enrollment status and attainment (anywhere), by level of first institution attended



*One percent bachelor's degree, 3 percent associate's and certificates.

NOTE: Details may not sum to 100 due to rounding. Because of a small difference in the number of missing values at less-than-2-year institutions, the 6 percent still enrolled is slightly lower than in figure 2. The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Figure 4 also shows the percentage of beginning students who left postsecondary education without a degree during or after each academic year. Among beginning students at 4-year institutions, 7 percent left postsecondary education before their second year, and another 7 percent left before their third year. After three years, a total of about one-fifth (18 percent) of the 1995–96 freshmen at 4-year institutions had left postsecondary education without completing any degree program anywhere.[12] At both 2-year and at less-than-2-year institutions, about one-fourth (24 and 26 percent, respectively) of the beginning students left postsecondary education before their second year, and after three years, a total of about 40 percent had left postsecondary education without completing any program.[13]

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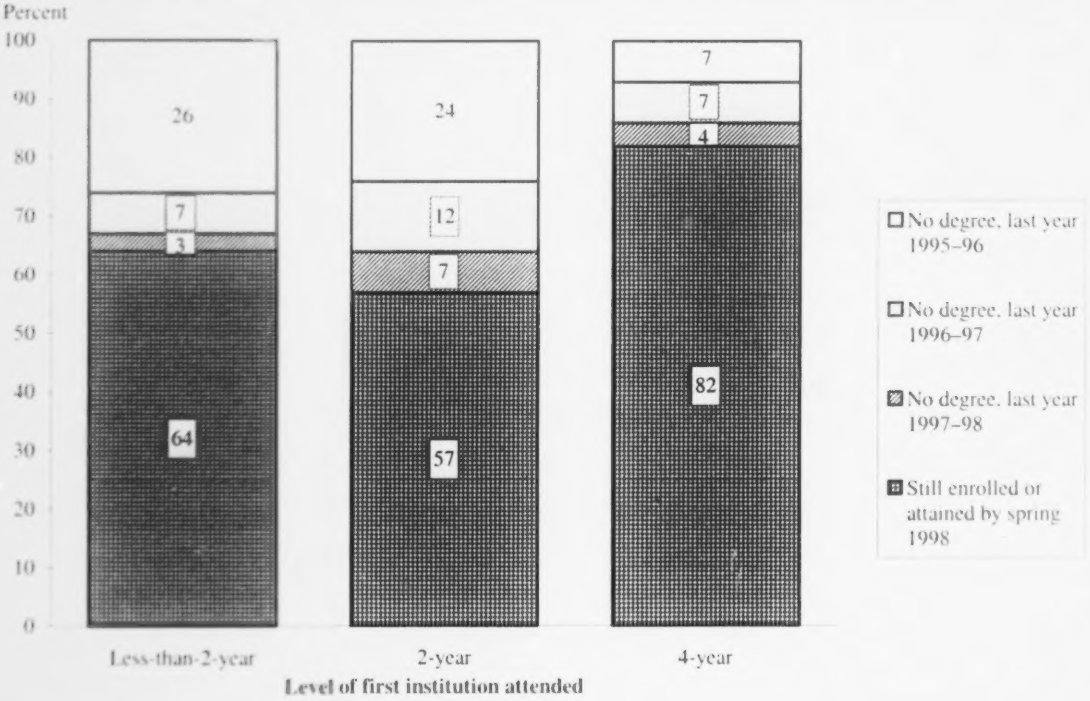
[12] The difference between this 18 percent and the 13 percent who left postsecondary education from the first institution (figure 2) represents transfer students from the first institution who eventually left postsecondary education without a degree from another institution.

[13] The difference between 36 and 43 percent (figure 3) is not statistically significant.

Figure 4—Percentage distribution of 1995–96 beginning postsecondary students according to persistence and the last academic year enrolled anywhere, by level of first institution attended



NOTE: The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Persistence Risk Factors

Traditional students beginning postsecondary education for the first time usually enroll immediately after graduating from high school, are single, and are dependent on their parents for financial support. They usually attend full time, although many have part-time jobs while they are enrolled. By contrast, ***nontraditional*** beginners are usually older and have often delayed entry into postsecondary education. They may have children, are usually self-supporting, and often enroll as part-time students while holding a full-time job.[14]

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[14] L. Horn, *Nontraditional Undergraduates: Trends in Enrollment from 1986 to 1992 and Persistence and Attainment Among 1989–90 Beginning Postsecondary Students* (NCES 97–578) (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

The same characteristics that are associated with nontraditional students have also been identified as factors that are related to lower rates of persistence in postsecondary education. In particular, there are seven characteristics of students that increase the risk of their leaving post-secondary education before they complete a program. These "risk factors" are not having a regular high school diploma, delaying postsecondary enrollment by more than one year after high school, enrolling as a part-time student, working full time while enrolled, and beginning as a financially independent (self-supporting) student, as a student with children, or as a single parent.[15]

The number of risk factors is also directly related to the age at which the student first enrolled in postsecondary education. For example, among those who started at age 18, about two-thirds (67 percent) had no risk factors, while among those who first enrolled in their late 20s (24–29), about two-thirds (68 percent) had four or more (table 1).

The proportion of students with several persistence risk factors varied by the type of institution at which they began, reflecting the age distribution of the student body. At 4-year institutions, about 20 percent of the beginners were over age 18, compared with about one-half at 2-year institutions and about 80 percent at less-than-2-year institutions.[16] At 4-year institutions, just 10 percent of the beginning students had two or more characteristics associated with the risk of not persisting (6 percent with two or three factors and 4 percent with four or more), compared with one-half of those entering 2-year institutions and about three-fourths of those starting vocational certificate programs in less-than-2-year institutions (table 1).

In general, the likelihood of leaving postsecondary education without completing a program is directly related to the number of these risk factors that are part of a student's characteristics.[17] For example, among all 1995–96 first-time beginning students with none of these risk factors, 16 percent left postsecondary education without a degree after three years, compared with one-third (32 percent) of those with one risk factor and one-half (49 percent) of those with two or three of these risk factors (table 2).

High-risk, nontraditional students are more likely to persist and complete short-term certificate programs than longer degree programs. Although the likelihood of leaving postsecondary education without a degree increased with the number of risk factors present, table 2 also shows that in total the likelihood of having *attained* a certificate *increased* with the number of risk factors. This reflects the fact that nontraditional, high-risk beginning students are concentrated in short-term vocational certificate programs, which are primarily offered at less-than-4-year

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[15] Ibid.

[16] Supplemental table 6.5a.

[17] See L. Horn, *Nontraditional Undergraduates*, and L. Berkner et al., *Descriptive Summary of 1989–90 Beginning Postsecondary Students: Five Years Later.*

Table 1—Percentage distribution of 1995–96 beginning postsecondary students according to number of persistence risk factors when first began, by age and type of institution first attended

	Number of risk factors when first enrolled*			
	None	One	Two or three	Four or more
Total	45.3	19.2	19.4	16.1
Age when first enrolled				
18 years or younger	67.2	22.1	9.1	1.6
19 years	39.2	30.6	21.9	8.3
20–23 years	6.9	19.3	45.0	28.8
24–29 years	0.0	1.1	31.2	67.7
30 or older	0.0	2.2	40.3	57.6
Level of first institution				
4-year	75.0	14.5	6.4	4.1
2-year	26.1	23.8	26.8	23.4
Less-than-2-year	11.2	15.6	40.3	32.9
Type of first institution				
2-year				
Public	26.2	23.9	27.2	22.7
Private, for-profit	23.3	21.5	22.5	32.7
Less-than-2-year				
Public	13.2	14.3	39.8	32.8
Private, for-profit	10.7	15.9	40.7	32.7

*Risk factors include (1) part-time attendance; (2) delayed postsecondary enrollment; (3) financially independent from parents; (4) work full time while enrolled; (5) have dependents; (6) single parent; and (7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

institutions.[18] Among the beginners at less-than-2-year institutions, which only offer certificate programs, over one-half (57 percent) earned a certificate within three years, and their attainment rates did not vary significantly with the number of risk factors present.

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[18] About 4 percent of beginners in certificate programs were enrolled in 4-year institutions, 50 percent in 2-year institutions, and 46 percent in less-than-2-year institutions (supplemental table 6.1a).

Table 2—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by number of persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment		
	None	Certificate	Associate's degree	Bachelor's degree	Attained degree	No degree, enrolled	No degree, not enrolled
				All institutions			
Total	84.3	10.3	5.1	0.4	15.8	51.9	32.3
Number of risk factors when first enrolled							
None	89.2	3.6	6.8	0.4	10.8	72.8	16.4
One	85.9	8.2	5.1	0.9	14.2	53.6	32.2
Two or three	78.7	18.4	2.8	0.1	21.7	29.5	48.8
Four or more	75.1	21.5	3.4	0.0	25.3	20.7	54.0
				4-year institutions			
Total	95.7	1.5	2.0	0.8	4.3	77.3	18.4
Number of risk factors when first enrolled							
None	96.9	0.9	1.6	0.6	3.0	83.9	13.1
One	92.8	2.2	2.5	2.5	7.3	68.0	24.7
Two or three	90.7	4.9	3.5	0.9	9.4	53.5	37.1
Four or more	92.3	4.9	2.8	0.0	8.0	38.5	53.5
				2-year institutions			
Total	82.2	9.4	8.4	0.0	18.1	38.9	43.0
Number of risk factors when first enrolled							
None	74.8	5.3	19.9	0.0	25.6	50.3	24.0
One	87.1	5.8	6.9	0.1	12.8	51.7	35.4
Two or three	85.1	11.9	3.1	0.0	15.3	30.2	54.5
Four or more	79.9	15.7	4.4	0.0	20.5	22.6	57.0
				Less-than-2-year institutions			
Total	42.6	56.9	0.6	0.0	57.9	6.1	36.0
Number of risk factors when first enrolled							
None	29.6	70.0	0.3	0.0	68.3	8.5	23.2
One	43.7	56.3	0.0	0.0	56.4	6.0	37.6
Two or three	44.7	54.0	1.4	0.0	57.4	7.0	35.6
Four or more	44.5	55.5	0.0	0.0	55.5	2.3	42.2

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

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Students in Less-Than-4-Year Programs

Programs, Degree Goals, and Purpose

Students starting at less-than-4-year institutions may be classified in a variety of ways: according to the type of institution that they first attend, the type of program and field of study that they choose, the highest degree that they expect to earn at that institution, and their primary reason for enrolling. In the telephone interviews for the BPS:96/98 survey, students beginning at less-than-4-year institutions were asked the following series of questions to address the issues of program, first degree goals, and primary purpose:

- **Program**: What type of degree or certificate program are/were you enrolled in at the first institution attended? Respondents either named a program, or said they were not in any degree program.
- **First degree goal:** What is the highest degree that you expect to receive at the first institution attended? Respondents either named a degree or said that they were not planning to get a degree there and often said they were planning to transfer without a degree.
- **Purpose:** What was your primary reason for enrolling at the first institution attended? The responses were classified into the following categories: to learn job skills, to earn a degree or certificate, to transfer elsewhere, and for personal enrichment or other reasons.

The responses to these questions are shown in table 3. Students beginning at less-than-2-year institutions were relatively easy to classify. Since these institutions offer only vocational certificates, students can only be enrolled in certificate programs, and the highest degree they can earn there (their first degree goal) is a certificate (81 percent indicated this as their degree goal). About 19 percent indicated that they did not expect to earn any degree at that institution. When asked the purpose for enrolling, the majority (73 percent) indicated that their primary reason for enrolling at a less-than-2-year institution was to learn job skills.[19]

At 2-year institutions, the options are more varied. Depending on how the questions were interpreted, and the students' convictions (or indecision) at the time, the responses varied in

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[19] However, the survey questions may be biased. Those who expected to receive no degree or to earn a certificate were asked if they were enrolled for a job-related reason or some other reason. The others were only asked to state their primary reason. For details see "Purpose for enrolling (PGM6Y1)" in appendix A.

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Table 3—Percentage distribution (by columns) of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to degree programs and purposes for enrolling, by first institution level and control

		Level of institution		Control of less-than-4-year institution			
	Total less-than-4-year	Less-than-2-year	2-year	Public 2-year	All public	Private, for-profit 2-year	All private, for-profit
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Level of first institution							
Less-than-2-year	14.8	100.0	†	†	3.5	†	65.9
2-year	85.2	†	100.0	100.0	96.5	100.0	34.1
Program/field at first institution							
Vocational certificate	30.8	100.0	18.8	17.0	19.9	41.6	80.1
Associate's, applied fields	34.0	†	39.8	37.9	36.6	58.4	19.9
Associate's, liberal arts/uncertain	35.3	†	41.4	45.1	43.5	0.0	0.0
Degree goal at first institution							
None	14.9	19.1	14.2	14.4	14.6	10.6	16.0
Certificate	24.0	80.9	13.9	12.1	14.7	35.0	64.6
Associate's degree	41.5	0.0	48.8	48.5	46.7	49.3	17.6
Bachelor's degree or transfer to 4-year	19.7	0.0	23.1	25.0	24.0	5.1	1.8
Purpose for enrolling							
Job skills	30.9	73.0	24.3	21.5	23.4	57.1	66.5
Earn a degree or certificate	21.2	13.5	22.5	22.3	21.9	23.1	17.5
Transfer to 4-year	30.1	0.7	34.8	37.7	36.4	2.7	1.5
Other	17.7	12.9	18.5	18.5	18.3	17.0	14.5
Transfer or degree expectation							
No degree, no transfer	11.3	14.3	10.7	11.0	11.1	7.9	11.8
Degree, no transfer	51.5	84.2	45.8	42.2	43.7	82.5	83.8
Degree, transfer	15.9	0.7	18.6	20.0	19.3	3.7	1.7
No degree, transfer	21.4	0.9	24.9	26.9	25.9	5.9	2.7

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

consistency. Moreover, the possible responses to these questions are not mutually exclusive. Students enrolled in an associate's degree program who intended to transfer to a 4-year college could have responded appropriately in a number of ways. They could report being in an associate's degree program, a bachelor's degree transfer program, or no degree program (just accumulating transfer course credits). In addition, they could respond with almost any of the options about their primary purpose.

Based on these responses, an additional composite variable was constructed to classify the beginning students by their combined expectations for earning a degree at the first institution and for transferring elsewhere, with or without a degree. In order to see if there was a difference between the persistence and attainment of students who had already declared a major in a field that was directly related to specific types of careers and those who were still undecided or were in a general liberal arts program, those in associate's degree programs were classified into two groups: liberal arts or undeclared majors and applied fields of study (anything other than liberal arts, primarily such fields as business, nursing, and technology).[20]

Students in associate's degree programs with majors in the applied fields were more likely than those in liberal arts or undeclared majors to say that their primary reason for enrolling was to acquire job skills (25 percent compared with 8 percent) and less likely to say that they planned to transfer to a 4-year institution (32 percent compared with 52 percent) (table 4). Those in applied majors were also twice as likely as those in liberal arts and undeclared majors to expect to earn a degree at the first institution without any plans to transfer (54 percent compared with 25 percent).

Table 4—Percentage distribution (by columns) of 1995–96 beginning postsecondary students attending less-than-4-year institutions according to type of program, by purpose for enrolling and transfer or degree expectation

	Program/field at first less-than-4-year institution		
	Vocational certificate	Associate's degree applied fields	Associate's degree liberal arts/undecided
Total	100.0	100.0	100.0
Purpose for enrolling			
Job skills	64.2	25.4	7.9
Earn a degree or certificate	18.4	26.9	17.6
Transfer to 4-year	2.7	31.7	52.2
Other	14.7	16.0	22.2
Transfer or degree expectation			
No degree, no transfer	15.0	7.0	12.2
Degree, no transfer	79.3	53.6	24.6
Degree, transfer	3.1	20.7	22.4
No degree, transfer	2.6	18.6	40.8

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

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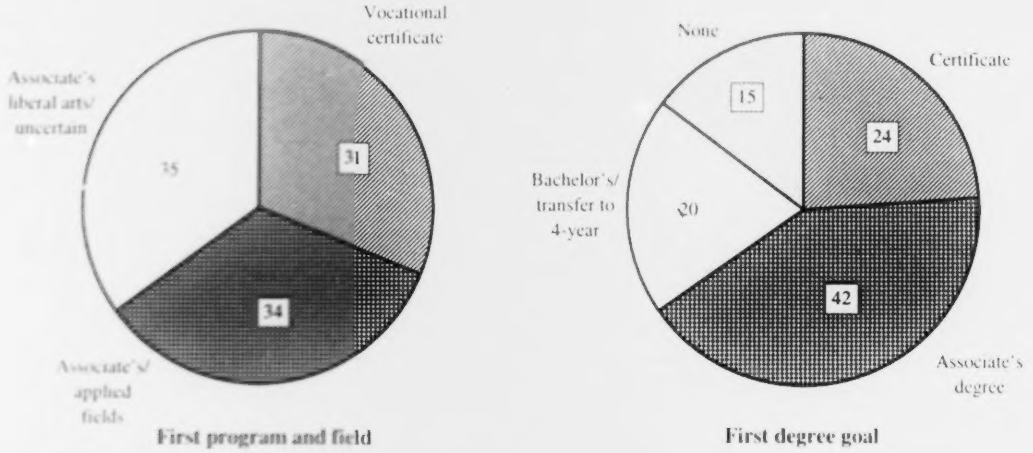
[20] See appendix A for details under "Program/field at first institution (PGM1Y1)." Approximately one-third of the liberal arts/undeclared majors were undeclared.

Among those in the liberal arts and undeclared majors, 41 percent expected to transfer without completing an associate's degree, compared with 19 percent of those in applied fields.

As shown in figure 5, the beginning students at all less-than-4-year institutions were relatively evenly distributed among vocational certificate programs, applied associate's degree fields, and liberal arts or undeclared associate's fields, with about one-third in each area (31, 34, and 35 percent, respectively). The percentage of students who had left postsecondary education without a degree was also the same in each of these programs (42 percent) (figure 6 and table 5). However, the attainment rates after three years were higher for those beginning in the certificate programs (46 percent) than for those in either of the associate's degree programs (20 percent and 9 percent).

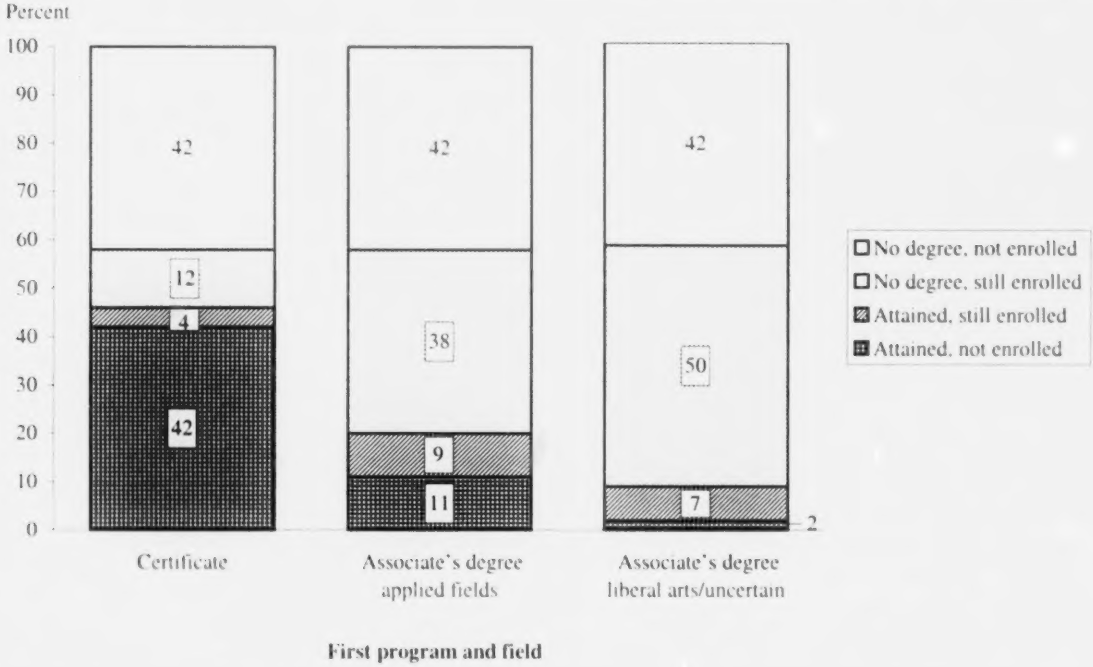
Figure 5—Percentage distribution of 1995–96 beginning postsecondary students enrolled in less-than-4-year institutions, by first program and field and first degree goal



NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Figure 6—Percentage distribution of persistence and attainment in 1998 of 1995–96 beginning postsecondary students in less-than-4-year institutions in 1998, by first program and field



NOTE: Details may not sum to 100 due to rounding. The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

There are several reasons for the higher attainment rates of those in certificate programs. Certificate programs are relatively short in duration. The full-time students who completed certificates did so in an average of 15 months.[21] Moreover, the majority (55 percent) of the students in certificate programs were always enrolled full time (table 6). In addition, most (82 percent) of the students in certificate programs expected to earn a certificate at the institution where they started.[22]

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[21] Figure 9 below.

[22] Table 4 above. This is the sum of those who expected to earn a degree there, with or without subsequent transfer (3 percent and 79 percent, respectively).

Table 5—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program and goals

	Total 3-year persistence and attainment				Highest degree attained		
	Attained, not enrolled	Attained, still enrolled	No degree, still enrolled	No degree, not enrolled	Certificate	Associate's degree	None
Total less-than-4-year	17.1	6.8	34.1	41.9	16.4	7.3	76.3
Degree program at first institution							
Certificate	41.9	4.2	12.0	41.9	43.6	2.1	54.3
Associate's degree	6.1	8.0	44.0	42.0	4.3	9.6	86.1
Program/field at first institution							
Vocational certificate	41.9	4.2	12.0	41.9	43.6	2.1	54.3
Associate's applied fields	10.6	9.0	38.2	42.3	5.7	13.5	80.7
Associate's liberal arts/uncertain	1.7	7.1	49.7	41.7	2.9	5.7	91.3
Degree goal at first institution							
None	11.3	2.7	26.6	59.4	10.4	3.5	86.2
Certificate	47.2	5.6	8.2	39.0	50.9	2.0	47.2
Associate's degree	9.2	11.3	37.1	42.4	6.2	13.9	79.9
Bachelor's degree or transfer to 4-year	3.3	4.9	60.2	31.7	2.3	5.6	92.0
Purpose for enrolling							
Job skills	31.9	5.3	15.4	47.4	31.5	5.5	63.1
Degree or certificate	17.5	6.2	31.6	44.7	14.7	8.9	76.5
Transfer to 4-year	2.5	12.2	56.1	29.2	2.3	12.0	85.7
Other	15.6	5.0	26.1	53.4	13.6	6.5	79.8
Transfer or degree expectation							
No degree, no transfer	11.7	1.0	23.5	63.8	11.0	1.3	87.8
Degree, no transfer	29.2	6.9	21.3	42.6	28.2	7.9	63.9
Degree, transfer	2.5	15.5	46.6	35.4	3.0	14.4	82.6
No degree, transfer	3.1	5.6	56.7	34.6	2.2	6.4	91.4
Intensity pattern through 1998							
Always full-time	27.5	9.1	26.7	36.7	23.5	13.0	63.4
Mixed	10.1	7.1	52.6	30.1	12.0	5.1	82.8
Always part-time	9.3	2.2	18.5	70.1	11.4	0.1	88.6

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6—Percentage distribution of 1995–96 beginning postsecondary students at less-than-4-year institutions according to enrollment intensity, by type of institution, programs, and age

	Full-time in 1995–96	Intensity pattern through 1998		
		Always full-time	Mixed	Always part-time
Total less-than-4-year*	59.7	41.6	35.7	22.7
Level of first institution				
2-year	55.3	35.5	39.8	24.7
Less-than-2-year	85.0	77.0	12.2	10.8
Control of first institution				
Public	53.4	33.3	40.7	26.0
Private, for-profit	85.7	76.5	14.4	9.1
Type of first institution				
2-year				
Public	52.6	32.0	41.6	26.4
Private, for-profit	82.5	72.5	20.6	6.9
Less-than-2-year				
Public	75.6	70.9	16.7	12.4
Private, for-profit	87.4	78.7	11.1	10.2
Program/field at first institution				
Vocational certificate	66.1	55.3	20.0	24.7
Associate's, applied fields	63.0	41.0	38.2	20.9
Associate's, liberal arts/uncertain	50.7	30.1	47.3	22.7
Degree goal at first institution				
None	50.5	37.9	27.0	35.1
Certificate	65.1	53.6	22.1	24.4
Associate's	61.4	39.1	39.0	21.9
Transfer 4-year/bachelor's	62.4	39.8	48.7	11.5
Age when began at first institution				
18 years or younger	65.4	45.1	43.6	11.3
19 years	72.1	44.2	40.5	15.3
20–23 years	62.5	42.4	33.7	23.9
24–29	44.2	34.4	26.0	39.5
30 or older	42.9	35.5	19.7	44.8

*Includes private, not-for-profit.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Associate's degree programs take longer to complete than certificates. Moreover, just one-third (36 percent) of the students in associate's degree programs attended full time during their entire period of enrollment. In addition, those in associate's programs were less likely to expect to earn a degree at their 2-year institution. As shown in table 4 above, among liberal arts/undeclared majors, about one-half planned to earn a degree (22 percent before transferring and 25 percent with no transfer plans). After three years, just 9 percent had actually earned a degree, and most of these students (7 percent) were still enrolled and continuing their education (figure 6). Among those in applied associate's degree programs, about three-fourths (74 percent) expected to complete a degree at the institution, and 20 percent did so within three years. About one-half of those with degrees (11 percent) continued their education.

Beginning students who were always enrolled part time were twice as likely to leave postsecondary education without a degree than those always enrolled full time (70 percent compared with 37 percent; table 5). There was no difference in the percentage of beginning students in certificate and in associate's degree programs who were always enrolled part time (25 and 22 percent, respectively; table 6). The proportion of beginning students always enrolled part time was directly related to the age of the students, however. Among the beginning students who were 18 or younger, just 11 percent were always enrolled part time; among those age 30 or older, 45 percent were always enrolled part time. Among those who identified themselves as primarily employees rather than students, about one-half (51 percent) were always enrolled part time, and among those who did not expect to earn a degree at that institution or to transfer, 43 percent were always enrolled part time.[23] This suggests that the low persistence rates of beginning students who were always enrolled part time was not just related to their attendance pattern but also to their reasons for enrolling.

Beginning Students at Public and at Private, for-Profit Institutions

As shown previously, there is a substantial overlap in institution level, institution control, and degree programs offered. Less-than-2-year institutions are primarily private, for-profit and offer only certificate programs. Two-year institutions are primarily public, and most of the students are in associate's degree programs. This overlap tends to obscure any differences in the persistence and attainment of beginners that may be related to whether they are enrolled in public or in private, for-profit less-than-4-year institutions.

The distribution of beginning students at public and at private, for-profit less-than-4-year institutions according to the various indicators of programs, degree goals, and purpose was shown in table 3 above. At the public institutions, enrollments were dominated by the 2-year community colleges, and just 4 percent were enrolled in less-than-2-year institutions. At the private, for-profit institutions, on the other hand, the majority of beginning students (66 percent) were attending less-than-2-year institutions.

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[23] U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98), Data Analysis System.

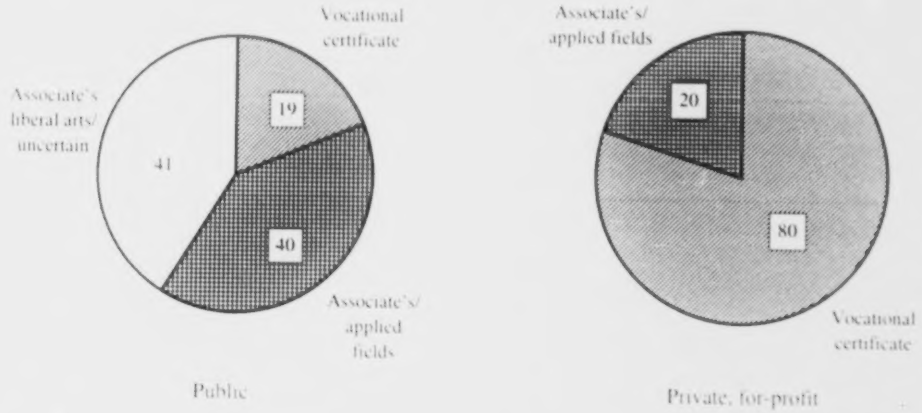
Since less-than-2-year institutions do not offer associate's degrees, one of the major differences between beginning students at public and private, for-profit institutions was the type of program in which they were enrolled (figure 7). At the private, for-profit institutions, 80 percent of the beginning students were in vocational certificate programs, and 20 percent in applied associate's degree programs. This was the reverse of the distribution at the public institutions, where about 20 percent were in certificate programs and about 80 percent in associate's degree programs. Moreover, while all of the beginning students in associate's degree programs at private, for-profit institutions were in applied fields of study, those in public institutions were as likely to be in liberal arts or undeclared majors as to be in applied fields (40 percent and 41 percent, respectively).

Students' *degree goals* at the first institution were also quite different (figure 7). The majority of beginning students at private, for-profit institutions expected to earn either a certificate (65 percent) or an associate's degree (18 percent); just 2 percent indicated that they intended to transfer to a 4-year institution. At the public institutions, on the other hand, one-fourth of the beginning students said that their goal was to transfer to a 4-year college.

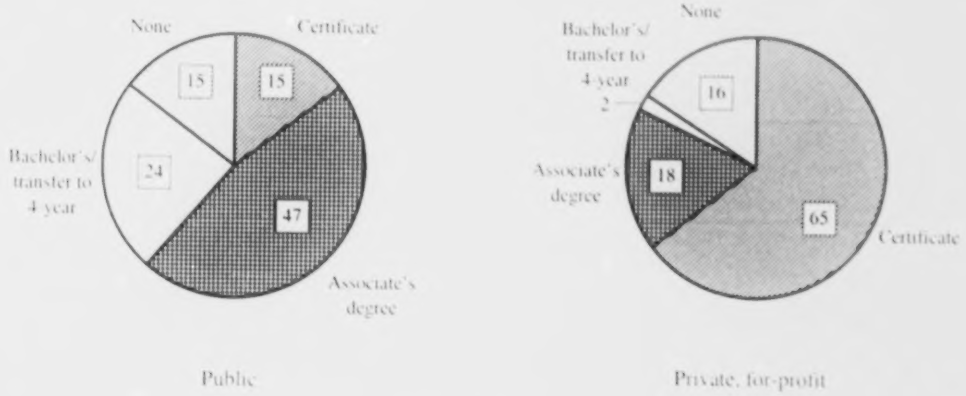
As was shown in table 3, when the students at the public institutions were asked their primary *purpose for enrolling*, about one-third (36 percent) said that they intended to transfer, and about one-fifth (22 percent) replied that earning a degree was of primary importance. Since earning a degree and transferring are not mutually exclusive, the various combinations of *transfer or degree expectations* are also shown at the bottom of table 3. At the private, for-profit institutions, 83 percent of the beginning students indicated in some way that they intended to earn a degree at the institution, with no intention of transferring. At the public institutions, on the other hand, about half as many (44 percent) indicated that they intended to earn a degree at the institution without any plans to transfer. About the same percentage (45 percent) of students at the public institutions indicated that they did intend to transfer, either after earning a degree (19 percent) or without a degree (26 percent).

The differences in the programs and degree goals among beginning students at the public institutions and those at private, for-profit institutions partly reflect the predominance of enrollments at 2-year institutions in the public sector, and at less-than-2-year institutions in the private, for-profit sector. A direct comparison among students enrolled in 2-year institutions, however,

Figure 7—Percentage distribution of 1995–96 beginning postsecondary students who first enrolled in public and private, for-profit less-than-4-year institutions, by first program and field of study and by first degree goal



First program and field of study



First degree goal

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

continues to show some of the same differences found in the totals of both sectors (table 3). Beginning students at 2-year private, for-profit institutions were more likely to be enrolled in certificate programs than those in 2-year public institutions (42 percent compared with 17 percent) and therefore were more likely to have the goal of earning a certificate (35 percent compared with 12 percent) than their counterparts at public institutions.

About one-half (49 percent) of beginning students at both public and private, for-profit 2-year institutions had the goal of earning an associate's degree at that institution (table 3). The percentage whose primary purpose for enrolling was to earn a degree was also the same in both public and private, for-profit 2-year institutions (22 and 23 percent, respectively). However, those at the private, for-profit 2-year institutions were more likely to say that their primary reason for enrolling was to gain job skills (57 percent compared with 22 percent) and were much less likely to say that their primary purpose was to transfer to a 4-year college (3 percent compared with 38 percent).

In addition to enrolling in shorter programs, focusing on gaining job skills, and having degree goals specific to the programs offered at the first institution attended, beginning students at private, for-profit institutions were more likely to attend full time for their entire period of enrollment (table 6). About three-fourths (77 percent) of the beginning students at private, for-profit less-than-4-year institutions were always enrolled full time, compared with one-third (33 percent) of the beginning students at the public institutions. Moreover, about one-fourth (26 percent) of the beginning students at the public institutions were always enrolled part time, compared with just one-tenth (9 percent) at the private, for-profit institutions.

Persistence and Attainment at Public and at Private, for-Profit Institutions

Most of the beginning students at private, for-profit institutions were enrolled in short-term certificate programs, while most of those in public institutions were enrolled in longer term associate's degree programs. Based on the analysis in the prior sections of this report, it might be expected that students in the for-profit sector would have higher rates of attainment at the first institution attended. A comparison of the institutional retention and attainment rates of beginning students in vocational certificate and associate's degree programs at public and private, for-profit less-than-4-year institutions is shown in table 7. Those who first attended private, for-profit institutions did have higher attainment rates than those who first attended public institutions. Fifty-two percent of those at private, for-profit institutions attained a credential (44 percent earned certificates and 8 percent earned associate's degrees), compared with 14 percent in the public institutions (8 percent certificates and 6 percent associate's degrees).

Table 7—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to 3-year persistence and attainment and retention at the first institution attended

	Total persistence and attainment				Attainment and retention at first institution				
					Attained		No degree		
	Attained, not enrolled	Attained, still enrolled	No degree, still enrolled	No degree, not enrolled	Certificate	Associate's degree	Still enrolled	Transferred	Not enrolled
Total less-than-4-year*	17.1	6.8	34.1	41.9	14.5	6.5	26.5	17.9	34.6
Type of first institution									
2-year									
Public	8.0	7.2	41.2	43.6	6.5	6.0	31.6	20.6	35.4
Private, for-profit	42.5	6.6	14.6	36.3	22.6	23.3	12.7	8.5	33.0
Less-than-2-year									
Public	46.4	3.8	7.0	42.9	48.6	†	5.3	9.5	36.7
Private, for-profit	55.7	4.6	5.7	34.0	55.4	†	7.2	6.9	30.5
Control of first institution									
Public	9.4	7.0	40.0	43.6	8.0	5.8	30.6	20.2	35.5
Private, for-profit	51.2	5.3	8.8	34.8	44.1	8.0	9.1	7.4	31.4
Degree program at first institution									
Certificate									
Public	30.6	3.5	17.3	48.7	29.7	1.4	19.9	8.7	40.3
Private, for-profit	55.3	5.0	5.9	33.9	54.2	1.2	6.9	7.0	30.7
Associate's degree									
Public	4.0	7.9	45.8	42.3	2.5	6.8	33.4	23.1	34.3
Private, for-profit	35.0	6.6	20.1	38.4	4.7	34.6	17.8	9.2	33.8
Intensity pattern through 1998									
Always full-time attendance									
Public	15.9	11.0	36.7	36.4	11.5	12.8	22.5	22.9	30.4
Private, for-profit	49.8	4.9	7.9	37.3	42.0	8.9	8.5	6.6	34.0

*Includes private, not-for-profit.

†Not applicable.

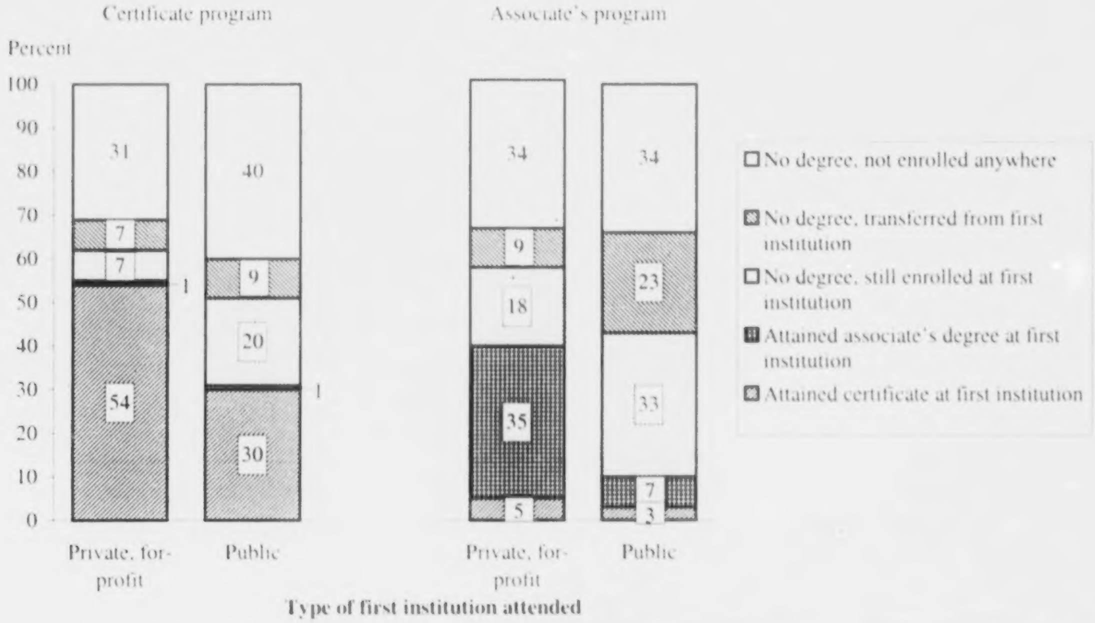
NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

The disparity in the attainment rates reflects the difference in the type of program as well as the difference in the transfer plans of the beginning students in the two sectors (figure 7). The majority of students at public institutions were in associate's degree programs, which require longer to complete, and nearly 40 percent did not plan to get any degree at that institution (15 percent had no degree goal and 24 percent had plans to transfer). The majority of those in private, for-profit institutions were in short-term certificate programs, and over 80 percent did intend to get a certificate or degree at that institution (65 percent planned to get a certificate and 18 percent planned an associate's degree).

However, the difference in attainment rates at public and private, for-profit institutions is still evident when comparing certificate and associate's programs within the two sectors (figure 8 and table 7). About one-half (54 percent) of those who began in certificate programs at private, for-profit institutions attained a certificate at the first institution attended, compared with 30 percent of those who began at public institutions. The percentage of beginning students in associate's degree programs who attained an associate's degree at the first institution attended was also higher at the private, for-profit institutions than at the public institutions (35 percent compared with 7 percent). The percentage of beginning students in associate's degree programs who left postsecondary education from the first institution attended was the same in both sectors, however (34 percent).

Figure 8—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit and in public less-than-4-year institutions, by enrollment status and attainment at the first institution attended after three years

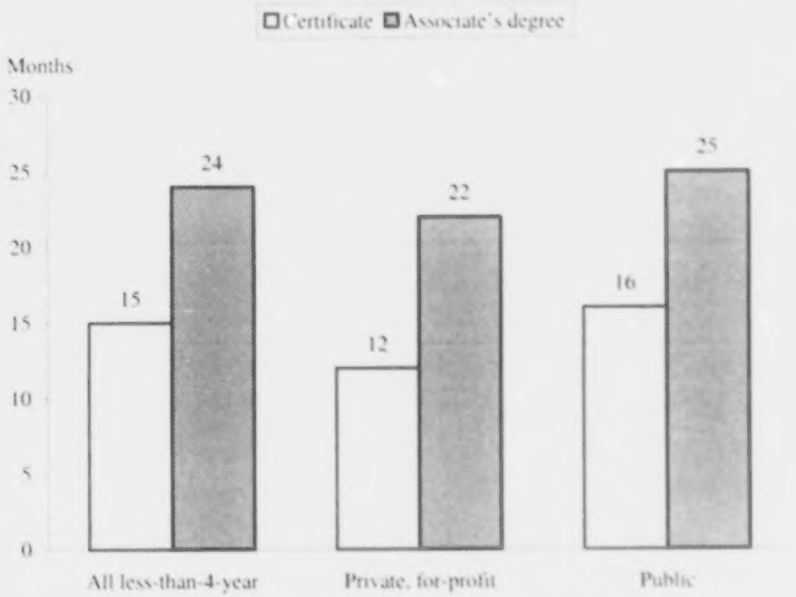


NOTE: Details may not sum to 100 due to rounding. The term "degree" includes certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

The attainment rates in both certificate and associate's degree programs are higher at private, for-profit than at public less-than-4-year institutions. The reasons for this difference may be that beginning students at for-profit institutions are more likely to attend as full-time students and that the academic term structure is often more flexible at the private, for-profit institutions than at the public institutions. Many private, for-profit institutions offer programs that allow for continuous enrollment without a regular term structure or summer vacations. This is reflected in the time it takes to attain a degree, i.e., the number of months between the start and completion of a program (figure 9). Full-time students who completed certificates at private, for-profit institutions finished in an average of 12 months, while those who completed certificates at public institutions required an average of 16 months. Similarly, full-time students who completed an associate's degree at public institutions took 25 months, 3 months longer than those who received an associate's degree at private, for-profit institutions.

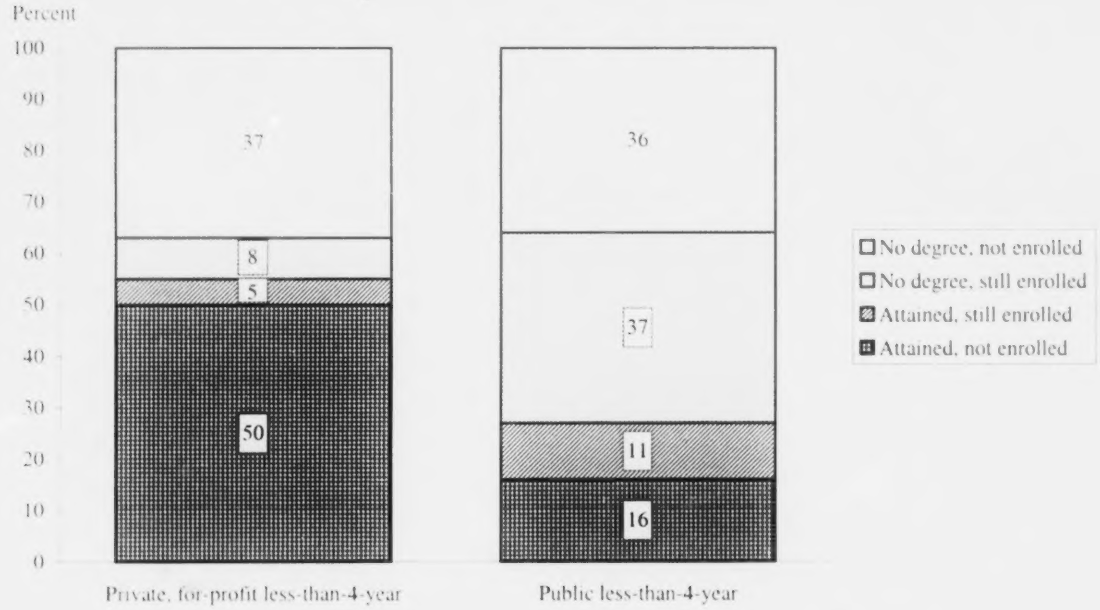
Figure 9—Average number of months for 1995–96 beginning postsecondary students to complete a vocational certificate or an associate's degree, by type of less-than-4-year institution attended



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Over a period of three years, beginning students may change their initial degree programs, fields of study, and degree goals. As shown in table 5 above, the degrees actually attained by students are not always consistent with their original degree programs or goals. Students starting in certificate programs may earn associate's degrees, and those in associate's degree programs may only earn certificates. Some students may also transfer from one type of institution to a similar or different type, whatever their original expectations. The students at the private, for-profit institutions were more likely to be in shorter programs, focus on gaining job skills, intend to get a degree, and attend full time for the duration of their enrollment. The students at the public institutions were more likely to be in longer programs, focus less on job skills, intend to transfer to 4-year institutions with or without a degree, and attend part time during all or part of their enrollment. In terms of their persistence anywhere in postsecondary education, the type of less-than-4-year institution where they began may be less important than whether they were always enrolled as full-time students. As shown in figure 10, among the students who were *always*

Figure 10—Percentage distribution of 1995–96 students beginning in less-than-4-year institutions who were always enrolled full time, by total 3-year persistence and attainment and control of first institution attended



NOTE: Details may not sum to 100 due to rounding. The term "degree" includes certificates; 42 percent of beginning students in less-than-4-year institutions were always enrolled full time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

enrolled full time, there was no difference between the public and the private, for-profit sectors in the percentage of beginners who had left postsecondary education entirely after three years (36 and 37 percent, respectively).

Employment Outcomes for Students in Vocational and Applied Fields of Study

About two-thirds of the beginning students at less-than-4-year institutions were enrolled in career-oriented programs, either in vocational certificate or associate's degree programs in applied fields, as previously shown in figure 5. The beginning students in vocational certificate and applied associate's degree programs were concentrated in three general fields of study: business/secretarial (24 percent), nursing and allied health (20 percent), and technical/mechanical (20 percent) (table 8). An additional 8 percent were in cosmetology. The associate's programs were usually in business administration, licensed nursing and allied health technicians, and engineering technology. The certificate programs were usually in secretarial, practical nursing or health assistants, mechanical trades, or cosmetology.[24] At the private, for-profit institutions, about one-fourth (26 percent) of the beginning students were enrolled in cosmetology certificate programs, a type of vocational training that was rarely offered at public institutions.

Table 8—Percentage distribution (by columns) of 1995–96 beginning postsecondary students attending less-than-4-year institutions in applied fields of study according to control of first institution attended and type of program, by type of applied field

		Control of first less-than-4-year institution		Degree program	
	Total	Public	Private, for-profit	Vocational certificate	Associate's applied fields
Total	100.0	100.0	100.0	100.0	100.0
Applied fields of study 1995–96					
Cosmetology	7.9	1.2	25.5	16.6	0.0
Nursing/allied health	19.8	21.7	15.8	19.7	20.0
Business/secretarial	23.8	23.9	23.2	16.9	30.1
Technology/mechanical	19.7	19.9	18.6	26.1	13.9
Other applied fields	28.7	33.3	17.0	20.7	36.0

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

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[24] However, the reported majors were often generic, such as "business" or "nursing," without further distinctions.

As shown earlier in table 5, 42 percent of the beginning students in vocational certificate programs at less-than-4-year institutions completed a program within three years (usually in about one year) and did not continue further education, and another 42 percent left postsecondary education without completing a program. Among those in applied associate's degree fields, about 11 percent completed a program and left, and about 42 percent left postsecondary education without a degree. Although the percentage who left before completion was the same in both types of programs, the attainment rates in the certificate programs were higher, in part because certificates could be completed in less time than associate's degrees.

The economic benefits of completing a vocational certificate or applied associate's degree have been the subject of some debate. Many studies have shown that there are long-term economic benefits from taking courses in less-than-4-year institutions, but there is disagreement about whether there are additional benefits to completing a program and attaining a certificate or associate's degree.[25] The time frame of this study may be too short to address this issue. The students who started in certificate or associate's degree programs and were no longer enrolled in 1998 would usually have been employed for just two years or less after leaving postsecondary education (with or without a credential).

The students who had started at less-than-4-year institutions in 1995–96, who were no longer enrolled in 1998, and who were employed were asked about their starting salaries in the job held after they left postsecondary education. The sample sizes are too small to report significant differences in salaries between those who did or did not complete degrees within fields, or differences by field among those who did attain a degree. However, the median full-time starting salaries for all those who attained a certificate or associate's degree were the same as for those who did not complete a program ($15,000).[26]

Although there was no difference in the reported median starting salaries, those who had completed a program perceived greater benefits from their postsecondary education than those who did not. Table 9 shows the benefits of their education reported by those working full time in 1998, both for those who completed a certificate or associate's degree and those who did not, by field of study. Those who had completed their programs were more likely to indicate that they were able to take on more responsibility (70 versus 47 percent), had better job opportunities (74 versus 51 percent), and were able to earn higher salaries (66 versus 38 percent) because of their education than those who did not.[27]

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[25] For a good recent review of the issues, see T. Kane and C. Rouse, "The Community College: Educating Students at the Margin Between College and Work," *Journal of Economic Perspectives* 13 (1999): 63–84.

[26] See supplemental table 7.10.

[27] For the wording of the questions, see the variables JFERESB1, JFEOPPB1, and JFESALB1 in the glossary.

Table 9—Among 1995–96 beginning postsecondary students in applied fields of study who were not enrolled as of 1998 and who reported working, the percentage reporting various job enhancements related to enrollment, by degree attainment and applied field of study

	Able to earn higher salary	Able to take on more responsibility	Have better job opportunities
		Attained degree or certificate, not enrolled	
Total in applied fields*	66.3	70.0	74.3
Applied fields of study 1995–96			
Cosmetology	78.8	83.2	82.9
Nursing/allied health	84.3	88.2	87.1
Business/secretarial	66.1	63.3	72.1
Technology/mechanical	62.1	71.3	69.8
Other applied fields	45.7	46.9	65.1
Program/field at first institution			
Vocational certificate	67.2	70.4	73.6
Associate's applied fields	61.3	67.9	77.8
Control of first institution			
Public	56.2	64.5	69.7
Private, for-profit	74.8	73.9	77.6
		No degree, not enrolled	
Total	38.2	47.2	50.6
Applied fields of study 1995–96			
Cosmetology	20.4	39.2	23.4
Nursing/allied health	37.0	34.8	56.6
Business/secretarial	37.5	44.9	42.4
Technology/mechanical	43.6	59.0	61.6
Other applied fields	38.7	50.0	50.1
Program/field at first institution			
Vocational certificate	48.6	62.9	63.0
Associate's applied fields	29.9	33.3	39.3
Control of first institution			
Public	37.2	46.2	52.3
Private, for-profit	41.3	50.6	44.5

*Excludes students in liberal arts and undeclared majors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Since starting salaries are also related to age and prior work experience, a more extensive analysis of the employment data would be required to draw any further conclusions about the real short-term economic benefits of completing a sub-baccalaureate program. Subjectively, however, two-thirds of those who completed their programs and about one-third of those who did not reported that they were able to earn higher salaries as a result of their additional education.

Conclusion

Because of the large difference in enrollments by program, a comparison of beginning students in public and in private, for-profit less-than-4-year institutions is essentially a comparison of students in associate's degree programs at public 2-year community colleges and students in vocational certificate programs at private, for-profit institutions.

The three-year persistence rates (i.e., attained or still enrolled) of students beginning in certificate programs and those beginning in associate's degree programs are the same, and the persistence of full-time students is also the same for those who began in public and those who began in private, for-profit less-than-4-year institutions.

The attainment rates in both certificate and associate's degree programs are higher at private, for-profit than at public less-than-4-year institutions. The reasons for this difference may be that beginning students at for-profit institutions are more likely to attend as full-time students, and that the academic term structure at the private, for-profit institutions allows students to complete their degrees in somewhat less time than at the public institutions.

The economic benefits of having completed a program and receiving a credential at a less-than-4-year institution may not be apparent in the short-term. Although the median starting salaries ($15,000) were the same whether or not students received a credential, those who did complete a program were more likely to perceive positive economic benefits from their education than those who did not.

Table Compendium

Supplemental Persistence and Attainment Tables

- Section 1: Total 3-year persistence and attainment
  - All institutions

- Section 2: Total 3-year persistence and attainment by sectors
  - All less-than-4-year institutions
  - Public less-than-4-year institutions
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  - All 4-year institutions
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- Section 3: Institutional attainment and retention by sectors
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- Section 5: Persistence and attainment by first degree goal
  - Certificate
  - Associate's degree
  - Bachelor's degree

Table 1.1—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by first institution attended and first degree program

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Total	84.3	10.3	5.1	0.4	11.0	4.9	51.9	32.3
Type of first institution								
4-year								
Public	96.1	1.4	1.8	0.8	2.2	1.7	77.3	18.8
Private, not-for-profit	95.8	1.5	2.0	0.7	1.8	2.5	78.5	17.2
Private, for-profit	75.3	7.6	13.9	3.2	19.5	5.6	41.3	33.6
2-year								
Public	85.1	8.0	6.9	0.0	8.0	7.2	41.2	43.6
Private, not-for-profit	56.8	12.7	29.0	1.5	31.4	12.7	21.2	34.7
Private, for-profit	51.5	25.4	23.1	0.0	42.5	6.6	14.6	36.3
Less-than-2-year								
Public	49.7	49.7	0.6	0.0	46.4	3.8	7.0	42.9
Private, for-profit	40.5	59.0	0.6	0.0	55.7	4.6	5.7	34.0
Level of first institution								
4-year	95.7	1.5	2.0	0.8	2.2	2.1	77.3	18.4
2-year	82.2	9.4	8.4	0.0	10.9	7.2	38.9	43.0
Less-than-2-year	42.6	56.9	0.6	0.0	53.4	4.6	6.1	36.0
Control of first institution								
Public	88.2	6.6	4.9	0.3	6.8	5.2	53.2	34.8
Private, not-for-profit	93.3	2.3	3.6	0.8	3.6	3.2	74.8	18.5
Private, for-profit	45.5	45.9	8.5	0.1	49.8	5.3	10.1	34.7
Degree program at first institution								
Certificate	55.6	42.0	2.4	0.0	40.8	4.1	13.8	41.4
Associate's degree	85.8	4.3	9.9	0.0	6.4	8.0	43.4	42.2
Bachelor's degree	96.9	1.1	1.1	0.9	1.3	1.7	80.5	16.5
Degree goal at first institution								
None	88.2	8.5	3.2	0.1	9.3	2.7	29.9	58.1
Certificate	46.6	51.0	2.4	0.0	48.6	5.1	9.9	36.5
Associate's degree	79.7	6.1	14.2	0.1	9.5	11.3	38.1	41.1
Bachelor's degree or transfer to 4-year	95.1	1.5	2.7	0.8	2.1	2.8	75.7	19.4
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	61.6	38.4
Certificate	†	97.0	2.6	0.5	81.4	18.6	†	†
Associate's degree	†	†	99.4	0.7	43.9	56.1	†	†

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

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Table 1.2—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Total	84.3	10.3	5.1	0.4	11.0	4.9	51.9	32.3
Number of months enrolled through 1998								
Less than 12 months	80.5	18.8	0.7	0.0	18.5	1.0	4.0	76.5
12–24 months	75.4	17.0	6.9	0.7	21.5	3.1	32.4	43.0
25 months or more	90.3	2.7	6.6	0.4	1.8	7.8	87.3	3.1
Intensity pattern through 1998								
Always full-time	81.6	10.9	7.0	0.5	13.3	5.1	56.4	25.2
Mixed	86.4	9.3	4.0	0.3	7.9	5.7	59.7	26.7
Always part-time	89.0	10.8	0.2	0.0	8.8	2.2	19.1	69.9
Academic year of last enrollment								
1995–96	84.5	14.9	0.6	0.0	15.5	†	†	84.5
1996–97	63.7	27.8	7.5	1.0	36.4	†	†	63.7
1997–98	89.0	4.8	5.9	0.3	3.4	7.6	80.9	8.1
Transfer status through 1998								
Did not transfer	84.8	11.4	3.4	0.4	12.8	2.4	47.7	37.2
Transferred	81.7	7.0	11.1	0.2	4.7	13.6	66.9	14.8
First transfer direction								
Did not transfer	84.8	11.4	3.4	0.4	12.8	2.4	47.7	37.2
Downward transfer	84.4	12.3	3.3	0.0	8.0	7.5	60.0	24.5
Upward or lateral transfer	81.0	5.5	13.2	0.2	3.8	15.3	68.8	12.2
Enrollment continuity through 1998								
Continuously enrolled	83.4	10.5	5.7	0.4	12.1	4.6	49.9	33.4
Not continuously enrolled	88.2	10.0	1.8	0.0	5.3	6.5	61.9	26.3

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 1.3—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Total	84.3	10.3	5.1	0.4	11.0	4.9	51.9	32.3
Gender								
Male	86.1	8.4	5.1	0.4	8.7	5.4	53.6	32.3
Female	82.9	11.7	5.1	0.3	12.8	4.5	50.4	32.4
Age when first enrolled								
18 years or younger	89.5	4.3	6.1	0.2	5.0	5.6	66.0	23.5
19 years	86.3	8.1	4.9	0.7	10.6	3.1	54.4	31.9
20–23 years	76.0	18.6	4.0	1.4	18.9	5.5	30.1	45.5
24–29 years	68.0	29.1	3.0	0.0	29.2	3.5	20.1	47.2
30 or older	74.0	23.0	3.0	0.1	22.6	3.7	19.0	54.8
Race/ethnicity								
White, non-Hispanic	84.7	9.4	5.6	0.3	10.7	4.9	52.9	31.5
Black, non-Hispanic	81.0	15.1	4.0	0.0	13.4	6.2	39.8	40.6
Hispanic	82.5	12.8	4.0	0.8	12.7	4.6	51.1	31.6
Asian/Pacific Islander	90.5	5.6	3.4	0.6	5.0	3.3	63.6	28.1
American Indian/ Alaskan Native	91.7	5.4	3.0	0.0	6.3	1.6	48.9	43.2
Marital status and children when first enrolled								
Single, no children (dependent)	88.4	5.5	5.6	0.5	6.3	5.4	63.4	24.9
Single, no children (independent)	76.6	20.1	2.9	0.3	21.1	2.6	25.6	50.8
Single with children	69.7	24.5	5.8	0.0	23.4	7.3	22.6	46.7
Married	73.4	24.1	2.5	0.0	25.6	1.5	18.5	54.5
Parental education								
High school diploma or less	79.0	15.5	5.2	0.3	15.8	5.4	39.8	39.1
Some postsecondary	85.6	8.6	5.5	0.3	10.4	4.4	50.5	34.8
Bachelor's degree	87.7	4.9	7.0	0.4	6.1	6.2	63.3	24.5
Advanced degree	95.0	1.5	2.9	0.6	1.9	2.8	78.3	17.0
Student/employee role 1995–96								
Did not work while enrolled	81.4	13.2	5.0	0.4	14.3	4.3	54.7	26.7
Student working to meet expenses	86.5	6.7	6.3	0.6	7.8	5.9	58.9	27.4
Employee who is enrolled	80.3	14.2	5.4	0.1	14.6	5.3	26.4	53.8

Table 1.3—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	84.6	8.5	6.3	0.5	9.0	6.6	54.6	29.8
$25,000–44,999	87.2	6.7	5.7	0.4	7.8	4.8	60.5	27.0
$45,000–69,999	89.8	4.0	5.7	0.4	4.6	5.7	62.4	27.2
$70,000 or greater	92.2	2.6	4.7	0.5	3.6	4.2	76.8	15.3
Independent student income in 1994								
Less than $6,000	74.0	21.6	4.4	0.0	20.5	5.7	22.8	51.0
$6,000–14,999	71.5	23.0	5.4	0.1	26.4	2.4	23.6	47.7
$15,000–24,999	67.6	29.6	2.8	0.0	27.9	5.2	19.9	47.0
$25,000 or greater	80.1	17.2	2.5	0.2	17.8	2.4	20.0	59.8

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 1.4—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Total	84.3	10.3	5.1	0.4	11.0	4.9	51.9	32.3
Number of risk factors when first enrolled								
None	89.2	3.6	6.8	0.4	4.9	5.9	72.8	16.4
One	85.9	8.2	5.1	0.9	10.2	4.0	53.6	32.2
Two or three	78.7	18.4	2.8	0.1	18.1	3.6	29.5	48.8
Four or more	75.1	21.5	3.4	0.0	20.2	5.1	20.7	54.0
High school diploma or equivalency status								
High school diploma	85.9	8.5	5.3	0.4	9.4	4.9	54.8	30.9
GED/high school equivalent*	70.6	25.1	4.4	0.0	25.7	4.0	28.7	41.6
None*	69.7	28.4	1.9	0.0	23.8	6.7	14.6	54.9
Delayed postsecondary enrollment								
Did not delay	89.5	4.4	6.0	0.1	5.3	5.2	66.4	23.1
Delayed*	76.4	19.0	3.8	0.8	19.8	4.2	29.7	46.3
Attendance status when first enrolled								
Full-time	83.1	10.3	6.2	0.4	11.6	5.3	56.6	26.6
Part-time*	86.7	10.8	2.4	0.1	9.6	3.7	39.7	47.0
Dependency status when first enrolled								
Dependent	88.4	5.5	5.6	0.5	6.3	5.4	63.4	24.9
Independent*	72.6	23.5	3.8	0.1	23.9	3.9	20.8	51.4
Number of children when first enrolled								
None	86.5	7.8	5.3	0.4	8.7	4.9	58.0	28.4
One or more*	72.1	23.7	4.2	0.0	23.3	5.0	20.6	51.2
Single parent status when first enrolled								
Not a single parent	85.7	8.8	5.1	0.4	9.7	4.7	55.2	30.4
Single parent*	69.7	24.5	5.8	0.0	23.4	7.3	22.6	46.7
Worked while enrolled 1995–96								
Did not work	81.4	13.2	5.0	0.4	14.3	4.3	54.7	26.7
Worked part time	84.4	7.8	7.3	0.5	9.4	6.4	58.8	25.4
Worked full time*	83.9	12.6	3.4	0.2	11.8	4.7	30.7	52.8

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.1a—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program and first degree attained

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in less-than-4-year institutions							
Total	76.3	16.4	7.3	0.0	17.1	6.8	34.1	41.9
Type of first institution								
2-year								
Public	85.1	8.0	6.9	0.0	8.0	7.2	41.2	43.6
Private, not-for-profit	56.8	12.7	29.0	1.5	31.4	12.7	21.2	34.7
Private, for-profit	51.5	25.4	23.1	0.0	42.5	6.6	14.6	36.3
Less-than-2-year								
Public	49.7	49.7	0.6	0.0	46.4	3.8	7.0	42.9
Private, for-profit	40.5	59.0	0.6	0.0	55.7	4.6	5.7	34.0
Level of first institution								
2-year	82.2	9.4	8.4	0.0	10.9	7.2	38.9	43.0
Less-than-2-year	42.6	56.9	0.6	0.0	53.4	4.6	6.1	36.0
Control of first institution								
Public	83.9	9.5	6.7	0.0	9.4	7.0	40.0	43.6
Private, not-for-profit	58.4	14.3	25.9	1.3	29.5	12.8	20.1	37.6
Private, for-profit	44.3	47.5	8.2	0.0	51.2	5.3	8.8	34.8
Degree program at first institution								
Certificate	54.3	43.6	2.1	0.0	41.9	4.2	12.0	41.9
Associate's degree	86.1	4.3	9.6	0.0	6.1	8.0	44.0	42.0
Degree goal at first institution								
None	86.2	10.4	3.5	0.0	11.3	2.7	26.6	59.4
Certificate	47.2	50.9	2.0	0.0	47.2	5.6	8.2	39.0
Associate's degree	79.9	6.2	13.9	0.1	9.2	11.3	37.1	42.4
Bachelor's degree or transfer to 4-year	92.0	2.3	5.6	0.0	3.3	4.9	60.2	31.7
Transfer or degree expectation								
No degree, no transfer	87.8	11.0	1.3	0.0	11.7	1.0	23.5	63.8
Degree, no transfer	63.9	28.2	7.9	0.1	29.2	6.9	21.3	42.6
Degree, transfer	82.6	3.0	14.4	0.0	2.5	15.5	46.6	35.4
No degree, transfer	91.4	2.2	6.4	0.0	3.1	5.6	56.7	34.6

Table 2.1a—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program and first degree attained—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Program/field at first institution								
Vocational certificate	54.3	43.6	2.1	0.0	41.9	4.2	12.0	41.9
Associate's applied fields	80.7	5.7	13.5	0.1	10.6	9.0	38.2	42.3
Associate's liberal arts/ uncertain	91.3	2.9	5.7	0.0	1.7	7.1	49.7	41.7
Purpose for enrolling								
Job skills	63.1	31.5	5.5	0.0	31.9	5.3	15.4	47.4
Degree or certificate	76.5	14.7	8.9	0.0	17.5	6.2	31.6	44.7
Transfer to 4-year	85.7	2.3	12.0	0.0	2.5	12.2	56.1	29.2
Other	79.8	13.6	6.5	0.2	15.6	5.0	26.1	53.4
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	44.8	55.2
Certificate	†	97.5	2.4	0.1	82.9	17.1	†	†
Associate's degree	†	†	100.0	†	43.5	56.5	†	†

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.1b—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in less-than-4-year institutions							
Total	76.3	16.4	7.3	0.0	17.1	6.8	34.1	41.9
Number of months enrolled through 1998								
Less than 12 months	77.7	21.6	0.7	0.0	21.2	1.1	3.8	73.9
12–24 months	70.4	21.9	7.7	0.1	26.0	3.6	29.7	40.8
25 months or more	79.3	5.8	14.9	0.0	3.9	16.8	75.1	4.2
Intensity pattern through 1998								
Always full-time	63.4	23.5	13.0	0.0	27.5	9.1	26.7	36.7
Mixed	82.8	12.0	5.1	0.1	10.1	7.1	52.6	30.1
Always part-time	88.6	11.4	0.1	0.0	9.3	2.2	18.5	70.1
Academic year of last enrollment								
1995–96	82.3	17.1	0.6	0.0	17.7	†	†	82.3
1996–97	57.6	34.5	7.9	0.1	42.4	†	†	57.6
1997–98	79.9	9.1	11.0	0.0	6.5	13.6	67.9	12.0
Transfer status through 1998								
Did not transfer	76.9	18.7	4.5	0.0	20.2	2.9	26.9	50.0
Transferred	73.1	9.7	17.1	0.1	6.4	20.6	59.4	13.7
First transfer direction								
Did not transfer	76.9	18.7	4.5	0.0	20.2	2.9	26.9	50.0
Downward transfer	55.8	39.9	4.2	0.0	25.5	18.7	29.2	26.6
Upward or lateral transfer	74.3	7.5	18.1	0.1	5.0	20.7	61.5	12.8
Enrollment continuity through 1998								
Continuously enrolled	74.1	17.4	8.5	0.0	19.5	6.4	28.9	45.2
Not continuously enrolled	84.6	13.6	1.8	0.0	6.9	8.6	56.4	28.2

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.1c—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in less-than-4-year institutions							
Total	76.3	16.4	7.3	0.0	17.1	6.8	34.1	41.9
Gender								
Male	79.5	13.0	7.4	0.1	13.2	7.5	38.4	40.8
Female	73.9	18.9	7.2	0.0	20.1	6.3	30.6	43.0
Age when first enrolled								
18 years or younger	79.8	8.5	11.7	0.0	10.1	10.1	45.3	34.5
19 years	82.4	11.6	6.0	0.0	14.2	3.6	44.9	37.5
20–23 years	73.2	22.3	4.4	0.2	20.5	6.7	25.5	47.4
24–29 years	65.8	31.9	2.3	0.0	31.6	3.4	16.7	48.3
30 or older	71.9	25.2	2.9	0.0	24.5	3.8	16.4	55.3
Race/ethnicity								
White, non-Hispanic	76.2	15.5	8.3	0.0	17.1	7.2	34.6	41.1
Black, non-Hispanic	73.1	21.3	5.6	0.0	18.8	8.7	23.6	49.0
Hispanic	76.9	18.2	4.9	0.0	18.0	4.9	38.4	38.8
Asian/Pacific Islander	83.0	11.7	5.4	0.0	10.3	5.0	37.9	46.8
American Indian/ Alaskan Native	90.3	7.7	2.0	0.0	9.1	0.0	34.7	56.2
Marital status and children when first enrolled								
Single, no children (dependent)	79.9	10.2	9.9	0.0	11.3	9.0	45.0	34.7
Single, no children (independent)	73.3	24.1	2.5	0.0	24.2	2.6	16.7	56.4
Single with children	67.7	26.2	6.1	0.0	25.2	7.6	20.4	46.9
Married	70.7	27.0	2.4	0.0	28.4	1.5	15.7	54.5
Parental education								
High school diploma or less	72.7	20.9	6.4	0.0	20.7	6.7	28.8	43.8
Some postsecondary	80.5	12.7	6.9	0.0	14.7	5.4	38.2	41.7
Bachelor's degree	78.9	8.6	12.4	0.2	10.5	10.8	43.4	35.3
Advanced degree	87.8	3.6	8.7	0.0	4.8	6.6	49.1	39.5
Student/employee role 1995–96								
Did not work while enrolled	67.1	25.2	7.8	0.0	26.8	6.4	26.3	40.5
Student working to meet expenses	79.4	11.0	9.6	0.1	11.9	9.1	43.6	35.4
Employee who is enrolled	77.8	16.2	6.0	0.0	16.5	5.7	22.1	55.7

Table 2.1c—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	77.2	13.5	9.3	0.0	13.6	9.4	40.6	36.4
$25,000–44,999	79.8	11.1	9.1	0.0	12.4	7.3	47.5	32.8
$45,000–69,999	82.1	7.7	10.3	0.0	7.8	10.6	39.2	42.5
$70,000 or greater	82.3	5.8	11.7	0.2	9.9	8.6	57.9	23.5
Independent student income in 1994								
Less than $6,000	70.9	24.4	4.7	0.0	22.9	6.5	18.6	52.0
$6,000–14,999	69.2	25.6	5.3	0.0	28.5	2.3	20.1	49.1
$15,000–24,999	64.8	32.6	2.7	0.0	30.7	5.2	16.0	48.0
$25,000 or greater	78.7	18.8	2.5	0.0	19.3	2.3	17.2	61.2

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.1d—Percentage distribution of 1995–96 beginning postsecondary students who began in less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in less-than-4-year institutions							
Total	76.3	16.4	7.3	0.0	17.1	6.8	34.1	41.9
Number of risk factors when first enrolled								
None	71.7	9.8	18.6	0.0	13.5	15.0	47.6	24.0
One	82.7	10.9	6.2	0.1	13.0	4.4	47.0	35.7
Two or three	76.8	20.5	2.7	0.0	19.8	3.9	25.6	50.7
Four or more	73.1	23.4	3.5	0.0	21.9	5.4	18.6	54.1
High school diploma or equivalency status								
High school diploma	77.9	14.1	8.0	0.0	15.2	7.1	36.3	41.3
GED/high school equivalent*	68.1	28.0	3.9	0.0	27.7	4.4	25.8	42.2
None*	68.6	29.4	1.9	0.0	24.7	6.9	12.5	55.9
Delayed postsecondary enrollment								
Did not delay	80.5	8.5	11.1	0.0	10.3	9.3	47.5	32.9
Delayed*	72.9	23.2	3.9	0.1	23.1	4.5	22.6	49.8
Attendance status when first enrolled								
Full-time	69.5	20.0	10.5	0.0	21.7	8.8	32.4	37.2
Part-time*	85.6	11.8	2.5	0.1	10.5	3.9	36.8	48.9
Dependency status when first enrolled								
Dependent	79.9	10.2	9.9	0.0	11.3	9.0	45.0	34.7
Independent*	70.0	26.2	3.8	0.0	26.4	4.0	16.9	52.7
Number of children when first enrolled								
None	78.0	13.6	8.4	0.0	14.7	7.5	38.9	38.9
One or more*	69.8	25.7	4.4	0.0	25.4	5.2	18.3	51.1
Single parent status when first enrolled								
Not a single parent	77.5	14.9	7.6	0.0	16.0	6.9	36.2	41.0
Single parent*	67.7	26.2	6.1	0.0	25.2	7.6	20.4	46.9
Worked while enrolled 1995–96								
Did not work	67.1	25.2	7.8	0.0	26.8	6.4	26.3	40.5
Worked part time	75.3	13.2	11.5	0.1	15.1	9.9	42.8	32.2
Worked full time*	81.5	14.8	3.8	0.0	13.5	5.4	25.0	56.1

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.2a—Percentage distribution of 1995–96 beginning postsecondary students who began in public less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program and first degree attained

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public less-than-4-year institutions							
Total	83.9	9.5	6.7	0.0	9.4	7.0	40.0	43.6
Level of first institution								
2-year	85.1	8.0	6.9	0.0	8.0	7.2	41.2	43.6
Less-than-2-year	49.7	49.7	0.6	0.0	46.4	3.8	7.0	42.9
Degree program at first institution								
Certificate	66.2	31.5	2.4	0.0	30.6	3.5	17.3	48.7
Associate's degree	88.3	4.0	7.7	0.0	4.0	7.9	45.8	42.3
Degree goal at first institution								
None	92.2	3.5	4.3	0.0	5.1	2.9	30.8	61.2
Certificate	56.8	40.5	2.7	0.0	38.1	5.1	11.1	45.7
Associate's degree	83.5	5.7	10.8	0.0	5.4	11.5	39.5	43.7
Bachelor's degree or transfer to 4-year	92.8	2.3	4.9	0.0	2.4	4.9	60.9	31.8
Transfer or degree expectation								
No degree, no transfer	95.1	3.4	1.5	0.0	4.4	0.8	27.3	67.6
Degree, no transfer	74.4	18.8	6.8	0.0	18.4	7.2	27.5	46.8
Degree, transfer	83.8	2.8	13.4	0.0	1.6	15.3	47.4	35.7
No degree, transfer	92.1	2.0	5.9	0.0	2.3	5.7	57.5	34.5
Program/field at first institution								
Vocational certificate	66.2	31.5	2.4	0.0	30.6	3.5	17.3	48.7
Associate's applied fields	84.4	5.3	10.3	0.0	6.8	9.1	41.1	43.1
Associate's liberal arts/ uncertain	91.5	2.9	5.6	0.0	1.6	7.0	49.8	41.7
Purpose for enrolling								
Job skills	77.2	18.6	4.2	0.0	17.6	5.3	20.8	56.3
Degree or certificate	82.5	11.1	6.5	0.0	11.3	6.3	36.1	46.3
Transfer to 4-year	86.4	2.1	11.5	0.0	2.1	12.1	56.6	29.3
Other	84.8	10.4	4.8	0.0	10.7	4.9	28.8	55.6
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	47.8	52.2
Certificate	†	98.3	1.7	†	73.7	26.3	†	†
Associate's degree	†	†	100.0	†	31.9	68.1	†	†

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.2b—Percentage distribution of 1995–96 beginning postsecondary students who began in public less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public less-than-4-year institutions							
Total	83.9	9.5	6.7	0.0	9.4	7.0	40.0	43.6
Number of months enrolled through 1998								
Less than 12 months	86.9	12.8	0.3	0.0	12.5	0.6	4.1	82.8
12–24 months	82.1	12.6	5.2	0.0	14.9	3.0	34.9	47.2
25 months or more	81.6	4.6	13.8	0.0	2.1	16.2	77.5	4.1
Intensity pattern through 1998								
Always full-time	73.1	12.7	14.2	0.0	15.9	11.0	36.7	36.4
Mixed	87.1	8.2	4.8	0.0	6.1	6.8	55.7	31.4
Always part-time	91.7	8.3	0.0	0.0	6.1	2.3	19.7	72.0
Academic year of last enrollment								
1995–96	88.0	11.6	0.4	0.0	12.0	†	†	88.0
1996–97	74.8	18.9	6.3	0.0	25.2	†	†	74.8
1997–98	84.2	5.9	9.9	0.0	3.1	12.7	72.2	12.0
Transfer status through 1998								
Did not transfer	85.8	11.2	3.0	0.0	11.0	3.2	32.7	53.1
Transferred	76.8	5.2	18.0	0.0	4.3	19.0	62.5	14.3
First transfer direction								
Did not transfer	85.8	11.2	3.0	0.0	11.0	3.2	32.7	53.1
Downward transfer	—	—	—	—	—	—	—	—
Upward or lateral transfer	78.0	3.1	18.9	0.0	2.8	19.2	64.9	13.1
Enrollment continuity through 1998								
Continuously enrolled	82.0	10.1	7.8	0.0	10.7	7.3	35.0	47.1
Not continuously enrolled	90.0	8.1	2.0	0.0	3.9	6.1	60.4	29.6

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.2c—Percentage distribution of 1995–96 beginning postsecondary students who began in public less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public less-than-4-year institutions							
Total	83.9	9.5	6.7	0.0	9.4	7.0	40.0	43.6
Gender								
Male	84.7	9.0	6.2	0.0	7.6	7.9	43.2	41.3
Female	83.1	9.9	7.1	0.0	11.0	6.3	37.0	45.8
Age when first enrolled								
18 years or younger	83.3	6.0	10.8	0.0	6.8	10.3	48.6	34.4
19 years	91.0	4.4	4.6	0.0	5.8	3.5	51.6	39.2
20–23 years	87.9	8.2	3.9	0.0	4.5	7.9	33.7	54.0
24–29 years	73.0	26.0	0.9	0.0	26.0	1.6	20.8	51.6
30 or older	83.2	14.9	1.9	0.0	12.8	3.8	21.4	62.0
Race/ethnicity								
White, non-Hispanic	82.1	10.2	7.7	0.0	10.8	7.4	39.2	42.6
Black, non-Hispanic	81.6	12.8	5.6	0.0	10.6	8.5	28.8	52.2
Hispanic	90.8	6.2	3.0	0.0	3.8	5.4	48.7	42.1
Asian/Pacific Islander	93.0	2.4	4.6	0.0	0.1	4.3	47.1	48.5
American Indian/ Alaskan Native	—	—	—	—	—	—	—	—
Marital status and children when first enrolled								
Single, no children (dependent)	85.1	5.8	9.1	0.0	6.1	9.1	49.2	35.6
Single, no children (independent)	88.2	10.6	1.2	0.0	9.4	2.5	20.2	67.9
Single with children	79.4	15.4	5.3	0.0	13.9	7.4	29.3	49.4
Married	76.8	21.7	1.5	0.0	22.6	0.9	18.9	57.7
Parental education								
High school diploma or less	82.2	12.2	5.6	0.0	10.9	7.1	35.1	46.9
Some postsecondary	87.1	7.3	5.6	0.0	8.6	4.9	43.4	43.2
Bachelor's degree	82.2	5.2	12.6	0.0	6.6	11.2	46.9	35.3
Advanced degree	92.3	0.8	6.9	0.0	1.6	6.5	51.5	40.4
Student/employee role 1995–96								
Did not work while enrolled	79.5	12.8	7.7	0.0	13.6	7.3	36.5	42.6
Student working to meet expenses	85.4	6.6	8.0	0.0	5.7	9.3	48.1	37.0
Employee who is enrolled	81.8	12.3	5.9	0.0	12.2	5.9	24.2	57.7

Table 2.2c—Percentage distribution of 1995–96 beginning postsecondary students who began in public less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	84.0	6.9	9.1	0.0	6.5	9.8	46.4	37.4
$25,000–44,999	86.4	5.9	7.7	0.0	6.2	7.2	52.5	34.2
$45,000–69,999	84.5	6.0	9.5	0.0	4.9	11.0	41.0	43.2
$70,000 or greater	85.6	3.6	10.9	0.0	6.9	8.4	60.8	23.9
Independent student income in 1994								
Less than $6,000	85.8	11.2	3.0	0.0	9.3	5.2	27.6	57.9
$6,000–14,999	81.0	14.9	4.2	0.0	17.1	2.2	25.8	54.9
$15,000–24,999	69.2	28.4	2.4	0.0	25.6	6.0	18.2	50.2
$25,000 or greater	89.7	9.6	0.8	0.0	9.2	1.1	21.6	68.2

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.2d—Percentage distribution of 1995–96 beginning postsecondary students who began in public less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Students who began in public less-than-4-year institutions								
Total	83.9	9.5	6.7	0.0	9.4	7.0	40.0	43.6
Number of risk factors when first enrolled								
None	75.7	5.9	18.4	0.0	8.7	16.0	52.1	23.2
One	90.4	4.5	5.0	0.0	5.7	3.8	53.9	36.6
Two or three	86.1	12.7	1.3	0.0	10.5	3.8	30.5	55.2
Four or more	81.4	15.6	3.0	0.0	14.0	5.0	23.1	57.9
High school diploma or equivalency status								
High school diploma	84.7	8.1	7.2	0.0	8.1	7.4	41.4	43.0
GED/high school equivalent*	77.4	19.8	2.8	0.0	19.6	3.2	33.8	43.5
None*	79.3	17.5	3.2	0.0	13.1	7.7	19.7	59.5
Delayed postsecondary enrollment								
Did not delay	84.7	5.3	10.1	0.0	6.2	9.5	51.3	33.1
Delayed*	83.3	13.9	2.9	0.0	12.9	4.2	28.2	54.8
Attendance status when first enrolled								
Full-time	79.2	10.3	10.5	0.0	11.2	9.6	41.0	38.1
Part-time*	88.7	9.0	2.3	0.0	7.3	4.0	38.9	49.8
Dependency status when first enrolled								
Dependent	85.1	5.8	9.1	0.0	6.1	9.1	49.2	35.6
Independent*	80.1	17.2	2.7	0.0	16.8	3.5	21.6	58.1
Number of children when first enrolled								
None	84.6	7.7	7.7	0.0	7.8	7.8	43.9	40.5
One or more*	79.4	16.8	3.8	0.0	16.5	4.7	24.3	54.6
Single parent status when first enrolled								
Not a single parent	84.1	8.8	7.1	0.0	9.1	7.1	41.3	42.6
Single parent*	79.4	15.4	5.3	0.0	13.9	7.4	29.3	49.4
Worked while enrolled 1995–96								
Did not work	79.5	12.8	7.7	0.0	13.6	7.3	36.5	42.6
Worked part time	81.1	8.2	10.7	0.0	8.7	10.4	48.0	32.9
Worked full time*	86.2	11.1	2.7	0.0	8.9	5.3	27.1	58.8

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.3a—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program and first degree attained

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, for-profit less-than-4-year institutions							
Total	44.3	47.5	8.2	0.0	51.2	5.3	8.8	34.8
Level of first institution								
2-year	51.5	25.4	23.1	0.0	42.5	6.6	14.6	36.3
Less-than-2-year	40.5	59.0	0.6	0.0	55.7	4.6	5.7	34.0
Degree program at first institution								
Certificate	40.7	57.6	1.7	0.0	55.3	5.0	5.9	33.9
Associate's degree	58.5	7.1	34.4	0.0	35.0	6.6	20.1	38.4
Degree goal at first institution								
None	63.6	36.1	0.3	0.0	35.2	1.8	10.1	52.9
Certificate	36.9	62.2	1.0	0.0	57.7	5.9	4.8	31.7
Associate's degree	48.5	10.0	41.5	0.0	43.4	7.9	16.7	32.1
Bachelor's degree or transfer to 4-year	—	—	—	—	—	—	—	—
Transfer or degree expectation								
No degree, no transfer	59.4	40.2	0.4	0.0	39.6	1.8	9.6	49.1
Degree, no transfer	40.6	50.8	8.6	0.0	53.7	5.9	7.0	33.4
Degree, transfer	—	—	—	—	—	—	—	—
No degree, transfer	—	—	—	—	—	—	—	—
Program/field at first institution								
Vocational certificate	40.7	57.6	1.7	0.0	55.3	5.0	5.9	33.9
Associate's applied fields	58.5	7.1	34.4	0.0	35.0	6.6	20.1	38.4
Associate's liberal arts/ uncertain	—	—	—	—	—	—	—	—
Purpose for enrolling								
Job skills	39.8	54.1	6.2	0.0	55.6	5.2	6.5	32.6
Degree or certificate	43.6	36.5	19.9	0.0	53.1	3.6	5.6	37.7
Transfer to 4-year	—	—	—	—	—	—	—	—
Other	52.3	33.8	13.9	0.0	42.8	4.6	10.0	42.5
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	20.2	79.8
Certificate	†	97.1	2.9	†	91.6	8.5	†	†
Associate's degree	†	†	100.0	†	84.1	15.9	†	†

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.3b—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, for-profit less-than-4-year institutions							
Total	44.3	47.5	8.2	0.0	51.2	5.3	8.8	34.8
Number of months enrolled through 1998								
Less than 12 months	51.9	46.6	1.5	0.0	45.4	2.6	2.6	49.4
12–24 months	29.2	57.0	13.8	0.0	65.1	5.7	11.1	18.1
25 months or more	45.2	25.7	29.1	0.0	33.6	21.2	41.0	4.2
Intensity pattern through 1998								
Always full-time	45.2	45.8	9.0	0.0	49.8	4.9	7.9	37.3
Mixed	32.3	59.7	7.9	0.0	58.2	9.4	16.7	15.7
Always part-time	47.3	52.0	0.7	0.0	51.1	1.7	3.5	43.8
Academic year of last enrollment								
1995–96	63.8	35.4	0.9	0.0	36.2	†	†	63.8
1996–97	19.6	71.2	9.3	0.0	80.4	†	†	19.6
1997–98	45.1	38.0	17.0	0.0	35.3	19.6	32.7	12.4
Transfer status through 1998								
Did not transfer	43.8	47.8	8.4	0.0	54.3	1.9	5.9	37.9
Transferred	41.5	52.9	5.6	0.0	25.5	33.0	32.6	8.9
First transfer direction								
Did not transfer	43.8	47.8	8.4	0.0	54.3	1.9	5.9	37.9
Downward transfer	—	—	—	—	—	—	—	—
Upward or lateral transfer	42.9	51.0	6.1	0.0	24.4	32.7	33.2	9.7
Enrollment continuity through 1998								
Continuously enrolled	41.9	48.8	9.3	0.0	55.9	2.3	4.3	37.5
Not continuously enrolled	53.4	45.6	1.0	0.0	24.2	22.4	34.4	19.0

—Too few cases for a reliable estimate

†Not applicable

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

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Table 2.3c—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, for-profit less-than-4-year institutions							
Total	44.3	47.5	8.2	0.0	51.2	5.3	8.8	34.8
Gender								
Male	44.8	42.1	13.2	0.0	51.4	4.0	7.3	37.3
Female	44.7	49.1	6.2	0.0	50.3	5.9	9.6	34.2
Age when first enrolled								
18 years or younger	52.6	30.4	17.0	0.0	39.0	7.7	17.2	36.1
19 years	40.7	50.4	8.8	0.0	56.5	2.9	12.4	28.3
20–23 years	42.8	52.9	4.3	0.0	53.6	3.7	8.4	34.4
24–29 years	43.4	50.7	5.8	0.0	49.2	8.6	4.5	37.7
30 or older	40.3	55.0	4.7	0.0	58.2	3.8	2.1	36.0
Race/ethnicity								
White, non-Hispanic	42.6	47.2	10.2	0.0	54.1	4.9	8.2	32.9
Black, non-Hispanic	51.3	43.9	4.7	0.0	40.2	8.9	10.1	40.7
Hispanic	38.8	52.6	8.6	0.0	57.4	2.9	10.2	29.5
Asian/Pacific Islander	48.1	49.9	2.0	0.0	43.6	9.0	3.1	44.4
American Indian/ Alaskan Native	—	—	—	—	—	—	—	—
Marital status and children when first enrolled								
Single, no children (dependent)	41.2	46.3	12.5	0.0	52.8	6.3	13.3	27.6
Single, no children (independent)	31.5	63.0	5.6	0.0	66.6	3.0	6.1	24.3
Single with children	46.7	46.0	7.2	0.0	45.5	7.8	4.2	42.5
Married	53.3	43.5	3.3	0.0	45.5	3.2	5.7	45.6
Parental education								
High school diploma or less	39.2	52.7	8.1	0.0	56.2	4.8	7.0	32.1
Some postsecondary	42.3	47.3	10.4	0.0	51.6	7.0	7.2	34.3
Bachelor's degree	53.8	39.1	7.1	0.0	39.8	7.3	16.4	36.6
Advanced degree	38.7	34.5	26.9	0.0	48.2	6.0	13.7	32.1
Student/employee role 1995–96								
Did not work while enrolled	42.0	51.8	6.2	0.0	53.5	4.6	5.9	36.0
Student working to meet expenses	38.2	43.9	17.9	0.0	56.2	6.0	13.5	24.3
Employee who is enrolled	53.3	40.3	6.5	0.0	44.1	3.6	7.8	44.5

Table 2.3c—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics —Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	45.7	46.3	7.9	0.0	47.6	7.0	14.6	30.8
$25,000–44,999	31.6	52.2	16.2	0.0	61.9	6.3	10.0	21.9
$45,000–69,999	44.5	37.0	18.6	0.0	55.4	2.3	10.8	31.5
$70,000 or greater	42.6	39.6	17.8	0.0	49.6	7.8	20.3	22.4
Independent student income in 1994								
Less than $6,000	46.8	46.4	6.7	0.0	45.2	8.5	4.1	42.2
$6,000–14,999	44.2	49.3	6.5	0.0	53.3	2.7	7.7	36.4
$15,000–24,999	43.2	54.7	2.1	0.0	54.6	2.2	4.2	39.1
$25,000 or greater	48.7	44.1	7.3	0.0	49.1	5.6	4.2	41.1

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.3d—Percentage distribution of 1995–96 beginning postsecondary students who began in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, for-profit less-than-4-year institutions							
Total	44.3	47.5	8.2	0.0	51.2	5.3	8.8	34.8
Number of risk factors when first enrolled								
None	44.4	39.3	16.3	0.0	48.8	6.6	16.4	28.2
One	39.4	50.1	10.6	0.0	54.1	6.4	9.2	30.3
Two or three	44.5	49.0	6.5	0.0	53.9	3.7	7.9	34.6
Four or more	46.9	48.6	4.6	0.0	46.7	6.7	4.1	42.5
High school diploma or equivalency status								
High school diploma	43.4	46.6	10.0	0.0	52.6	4.8	10.5	32.2
GED/high school equivalent*	46.1	48.3	5.6	0.0	46.8	7.6	6.4	39.2
None*	52.3	47.7	0.0	0.0	42.8	5.8	1.3	50.1
Delayed postsecondary enrollment								
Did not delay	48.5	34.7	16.9	0.0	44.1	6.8	18.0	31.1
Delayed*	41.9	52.6	5.5	0.0	54.3	4.9	5.8	34.9
Attendance status when first enrolled								
Full-time	44.0	47.6	8.5	0.0	50.2	5.8	9.2	34.8
Part-time*	41.4	53.0	5.6	0.0	56.6	2.0	6.4	34.9
Dependency status when first enrolled								
Dependent	41.2	46.3	12.5	0.0	52.8	6.3	13.3	27.6
Independent*	46.2	48.2	5.6	0.0	49.6	5.2	5.2	40.0
Number of children when first enrolled								
None	41.0	49.0	10.0	0.0	54.6	4.9	10.7	29.9
One or more*	48.2	46.8	5.0	0.0	46.3	6.5	4.0	43.2
Single parent status when first enrolled								
Not a single parent	42.8	48.9	8.3	0.0	53.6	4.7	9.5	32.3
Single parent*	46.7	46.0	7.2	0.0	45.5	7.8	4.2	42.5
Worked while enrolled 1995–96								
Did not work	42.0	51.8	6.2	0.0	53.5	4.6	5.9	36.0
Worked part time	41.2	45.6	13.2	0.0	54.2	5.3	12.0	28.5
Worked full time*	48.8	40.7	10.5	0.0	47.0	5.0	10.2	37.9

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.4a—Percentage distribution of 1995–96 beginning postsecondary students who began in 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program, first degree attained, and academic preparation

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
				Students who began in 4-year institutions				
Total	95.7	1.5	2.0	0.8	2.2	2.1	77.3	18.4
Type of first institution								
4-year								
Public	96.1	1.4	1.8	0.8	2.2	1.7	77.3	18.8
Private, not-for-profit	95.8	1.5	2.0	0.7	1.8	2.5	78.5	17.2
Private, for-profit	75.3	7.6	13.9	3.2	19.5	5.6	41.3	33.6
Highest offering of first institution								
Doctorate-granting	96.5	1.3	1.2	1.0	1.6	1.8	81.2	15.4
Non-doctorate-granting	94.9	1.7	2.9	0.6	2.9	2.4	72.9	21.9
Degree program at first institution								
Certificate	83.5	7.9	8.6	0.0	15.5	1.6	53.1	29.8
Associate's degree	80.0	4.8	15.2	0.0	13.1	8.1	31.8	47.1
Bachelor's degree	96.9	1.1	1.1	0.9	1.3	1.7	80.5	16.5
Degree goal at first institution								
None	94.3	3.7	1.6	0.5	3.7	1.9	50.1	44.4
Certificate	75.9	14.4	9.7	0.0	20.7	4.1	39.0	36.2
Associate's degree	78.7	5.6	15.7	0.0	17.1	5.5	38.1	39.3
Bachelor's degree	96.2	1.2	1.7	1.0	1.7	2.1	81.1	15.1
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	80.8	19.2
Certificate	†	90.3	4.8	5.0	58.3	41.7	†	†
Associate's degree	†	†	96.1	3.9	46.0	54.0	†	†
Met high math/science curriculum								
Did not meet threshold	96.6	1.2	1.6	0.5	1.5	1.9	78.0	18.6
Met curriculum threshold	97.3	0.7	1.3	0.8	0.5	2.1	87.5	10.0
Number of Advanced Placement tests taken								
None	95.3	1.8	2.2	0.7	2.8	1.9	74.1	21.1
One	95.7	1.6	1.3	1.4	1.5	2.9	84.1	11.5
More than one	96.6	0.4	1.3	1.7	1.4	1.8	89.2	7.7

Table 2.4a—Percentage distribution of 1995–96 beginning postsecondary students who began in 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program, first degree attained, and academic preparation —Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Grade-point average in high school								
B or less	95.9	1.6	2.1	0.4	2.2	2.0	66.2	29.6
B+ to A-	96.8	1.6	1.1	0.6	1.3	2.0	80.4	16.3
Mostly As	97.2	0.4	1.5	0.9	0.8	1.8	91.1	6.3
Derived SAT combined score								
Low quartile (400–700)	94.0	3.4	2.0	0.7	3.8	2.3	66.2	27.7
Middle quartiles (710–1020)	96.9	1.1	1.6	0.5	1.2	1.9	78.8	18.0
High quartile (1030–1600)	97.5	0.4	1.1	1.1	1.0	1.4	88.2	9.4

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.4b—Percentage distribution of 1995–96 beginning postsecondary students who began in 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
				Students who began in 4-year institutions				
Total	95.7	1.5	2.0	0.8	2.2	2.1	77.3	18.4
Number of months enrolled through 1998								
Less than 12 months	96.7	2.5	0.8	0.0	3.1	0.2	5.4	91.3
12–24 months	88.8	4.1	4.9	2.2	9.5	1.7	39.9	49.0
25 months or more	97.1	0.8	1.5	0.6	0.6	2.4	94.7	2.4
Intensity pattern through 1998								
Always full-time	96.0	1.0	2.2	0.8	2.0	2.0	79.8	16.2
Mixed	95.2	2.8	1.2	0.8	2.6	2.2	77.0	18.3
Always part-time	93.3	5.1	1.6	0.0	4.7	2.0	24.9	68.4
Academic year of last enrollment								
1995–96	97.4	1.6	1.0	0.0	2.6	†	†	97.4
1996–97	84.3	5.4	6.3	4.0	15.7	†	†	84.3
1997–98	96.8	1.1	1.6	0.5	0.8	2.4	92.0	4.8
Transfer status through 1998								
Did not transfer	96.0	1.1	2.0	0.9	2.3	1.8	77.0	18.9
Transferred	94.8	2.9	2.0	0.3	2.1	3.2	78.3	16.4
First transfer direction								
Did not transfer	96.0	1.1	2.0	0.9	2.3	1.8	77.0	18.9
Downward transfer	91.0	6.0	3.0	0.0	4.1	5.0	67.0	24.0
Upward or lateral transfer	97.7	0.5	1.3	0.5	0.6	1.8	87.1	10.6
Enrollment continuity through 1998								
Continuously enrolled	95.7	1.4	2.0	0.9	2.3	2.1	77.8	17.9
Not continuously enrolled	96.2	2.1	1.7	0.0	1.9	1.9	74.0	22.2

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.4c—Percentage distribution of 1995–96 beginning postsecondary students who began in 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
				Students who began in 4-year institutions				
Total	95.7	1.5	2.0	0.8	2.2	2.1	77.3	18.4
Gender								
Male	95.6	1.7	1.9	0.9	2.2	2.2	75.6	19.9
Female	95.8	1.3	2.1	0.8	2.2	1.9	78.6	17.3
Age when first enrolled								
18 years or younger	97.0	1.1	1.6	0.3	1.0	2.0	82.1	15.0
19 years	93.8	1.4	2.7	2.1	3.8	2.2	73.1	21.0
20–23 years	85.9	5.6	2.8	5.8	13.0	1.3	46.6	39.0
24–29 years	87.7	3.2	9.0	0.0	7.6	4.8	50.4	37.2
30 or older	91.3	4.3	3.2	1.2	6.5	2.4	40.3	50.8
Race/ethnicity								
White, non-Hispanic	96.2	1.1	2.0	0.7	2.1	1.8	77.6	18.5
Black, non-Hispanic	95.8	3.4	0.9	0.0	3.0	1.3	71.0	24.7
Hispanic	93.2	2.4	2.2	2.2	2.8	4.0	75.3	17.9
Asian/Pacific Islander	97.0	0.3	1.6	1.1	0.4	1.8	86.5	11.3
American Indian/ Alaskan Native	94.7	0.0	5.3	0.0	0.0	5.3	80.8	13.9
Marital status and children when first enrolled								
Single, no children (dependent)	96.2	1.3	1.8	0.8	1.8	2.0	80.2	16.0
Single, no children (independent)	91.7	1.9	4.7	1.7	6.2	2.4	67.1	24.3
Single with children	89.8	7.3	2.9	0.0	6.1	4.2	44.6	45.2
Married	92.7	4.1	3.2	0.0	6.0	1.5	38.0	54.5
Parental education								
High school diploma or less	94.6	2.0	2.3	1.1	3.3	2.2	67.3	27.2
Some postsecondary	94.2	1.9	3.2	0.7	3.3	2.6	70.6	23.5
Bachelor's degree	96.2	1.3	1.8	0.7	1.9	1.8	82.2	14.2
Advanced degree	97.6	0.8	0.9	0.8	0.9	1.5	88.5	9.1
Student/employee role 1995–96								
Did not work while enrolled	95.3	1.5	2.4	0.8	2.3	2.3	82.0	13.4
Student working to meet expenses	95.3	1.4	2.1	1.2	2.7	2.0	77.7	17.6
Employee who is enrolled	93.1	4.2	2.1	0.6	3.8	3.2	49.6	43.4

Table 2.4c—Percentage distribution of 1995–96 beginning postsecondary students who began in 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	94.4	2.0	2.4	1.3	2.8	2.8	73.3	21.1
$25,000–44,999	95.9	1.6	1.7	0.8	2.4	1.8	75.7	20.2
$45,000–69,999	96.7	0.8	1.7	0.8	1.9	1.5	82.9	13.7
$70,000 or greater	97.1	1.0	1.3	0.6	0.7	2.1	85.8	11.5
Independent student income in 1994								
Less than $6,000	93.3	4.3	2.4	0.0	5.8	1.0	48.0	45.2
$6,000–14,999	89.9	2.7	6.3	1.1	8.0	3.0	52.4	36.6
$15,000–24,999	93.4	2.0	4.6	0.0	2.3	4.3	55.4	38.0
$25,000 or greater	88.7	6.8	2.8	1.6	8.5	2.8	38.0	50.8

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.4d—Percentage distribution of 1995–96 beginning postsecondary students who began in 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in 4-year institutions							
Total	95.7	1.5	2.0	0.8	2.2	2.1	77.3	18.4
Number of risk factors when first enrolled								
None	96.9	0.9	1.6	0.6	1.1	1.9	83.9	13.1
One	92.8	2.2	2.5	2.5	4.3	2.9	68.0	24.7
Two or three	90.7	4.9	3.5	0.9	7.5	1.9	53.5	37.1
Four or more	92.3	4.9	2.8	0.0	5.3	2.7	38.5	53.5
High school diploma or equivalency status								
High school diploma	95.9	1.4	1.9	0.8	2.1	2.1	77.8	18.1
GED/high school equivalent*	88.3	4.2	7.5	0.0	10.6	1.4	51.0	37.1
None*	—	—	—	—	—	—	—	—
Delayed postsecondary enrollment								
Did not delay	97.2	1.0	1.6	0.2	1.0	1.8	82.3	14.9
Delayed*	89.4	3.6	3.6	3.5	7.5	3.1	55.8	33.6
Attendance status when first enrolled								
Full-time	96.0	1.1	2.1	0.8	2.0	2.0	79.6	16.5
Part-time*	92.7	5.2	1.6	0.6	4.4	2.8	56.9	35.9
Dependency status when first enrolled								
Dependent	96.2	1.3	1.8	0.8	1.8	2.0	80.2	16.0
Independent*	91.2	4.2	3.9	0.7	6.4	2.6	48.1	42.9
Number of children when first enrolled								
None	95.9	1.4	1.9	0.9	2.1	2.1	79.2	16.7
One or more*	92.9	5.3	1.8	0.0	4.7	2.5	41.2	51.7
Single parent status when first enrolled								
Not a single parent	95.9	1.4	1.9	0.8	2.1	2.0	78.4	17.5
Single parent*	89.8	7.3	2.9	0.0	6.1	4.2	44.6	45.2
Worked while enrolled 1995–96								
Did not work	95.3	1.5	2.4	0.8	2.3	2.3	82.0	13.4
Worked part time	95.5	1.3	2.1	1.1	2.5	2.1	78.4	17.1
Worked full time*	94.0	3.5	1.6	0.9	4.2	1.9	55.6	38.4

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.5a—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program, first degree attained, and academic preparation

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public 4-year institutions							
Total	96.1	1.4	1.8	0.8	2.2	1.7	77.3	18.8
Highest offering of first institution								
Doctorate-granting	96.7	1.3	1.1	0.9	1.7	1.4	80.3	16.6
Non-doctorate-granting	94.9	1.6	2.9	0.7	2.9	2.4	71.7	23.0
Degree program at first institution								
Certificate	85.4	5.7	8.9	0.0	14.0	1.2	49.6	35.3
Associate's degree	79.3	5.8	14.9	0.0	14.9	7.0	31.5	46.7
Bachelor's degree	97.3	1.0	0.8	0.9	1.2	1.5	80.5	16.9
Degree goal at first institution								
None	95.5	2.9	1.5	0.0	2.1	2.0	56.3	39.6
Certificate	77.5	9.3	13.3	0.0	18.9	3.9	35.6	41.6
Associate's degree	76.2	7.5	16.3	0.0	18.1	7.0	36.2	38.8
Bachelor's degree	96.7	1.0	1.3	1.0	1.7	1.5	80.8	16.0
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	80.4	19.6
Certificate	†	91.6	7.0	1.4	56.4	43.6	†	†
Associate's degree	†	†	93.2	6.9	53.0	47.0	†	†
Met high math/science curriculum								
Did not meet threshold	96.7	1.4	1.5	0.4	1.7	1.7	77.3	19.3
Met curriculum threshold	97.2	0.5	1.2	1.1	0.6	1.9	87.8	9.7
Number of Advanced Placement tests taken								
None	96.1	1.7	1.5	0.6	2.5	1.3	75.2	21.0
One	97.3	0.5	1.1	1.1	1.5	1.2	84.6	12.7
More than one	95.3	0.5	1.8	2.5	1.9	2.3	86.2	9.7
Grade-point average in high school								
B or less	96.3	1.8	1.6	0.2	2.1	1.6	66.7	29.6
B+ to A-	97.3	1.3	0.8	0.6	0.8	1.9	80.2	17.1
Mostly As	97.0	0.5	1.6	0.9	1.1	1.7	90.9	6.4
Derived SAT combined score								
Low quartile (400–700)	94.4	3.3	1.9	0.4	2.8	2.8	65.7	28.7
Middle quartiles (710–1020)	97.4	1.1	1.2	0.4	1.3	1.4	79.5	17.9
High quartile (1030–1600)	97.0	0.4	1.4	1.3	1.3	1.5	85.8	11.4

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.5b—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public 4-year institutions							
Total	96.1	1.4	1.8	0.8	2.2	1.7	77.3	18.8
Number of months enrolled through 1998								
Less than 12 months	97.8	1.3	0.9	0.0	1.9	0.4	7.0	90.8
12–24 months	88.9	4.1	4.9	2.0	9.3	1.8	40.6	48.4
25 months or more	97.5	0.8	1.1	0.6	0.6	1.9	95.2	2.3
Intensity pattern through 1998								
Always full-time	96.6	0.8	2.0	0.7	1.9	1.5	79.7	16.9
Mixed	94.5	3.4	1.1	1.0	3.0	2.5	76.9	17.6
Always part-time	96.7	2.7	0.6	0.0	1.9	1.4	29.8	67.0
Academic year of last enrollment								
1995–96	98.2	0.6	1.2	0.0	1.8	†	†	98.2
1996–97	84.3	4.7	7.3	3.7	15.7	†	†	84.3
1997–98	97.2	1.1	1.2	0.5	0.7	2.1	92.3	4.9
Transfer status through 1998								
Did not transfer	96.6	0.9	1.6	0.9	2.2	1.2	76.7	19.8
Transferred	94.4	3.3	2.2	0.2	1.9	3.7	79.4	15.0
First transfer direction								
Did not transfer	96.6	0.9	1.6	0.9	2.2	1.2	76.7	19.8
Downward transfer	90.7	6.6	2.7	0.0	3.7	5.6	68.5	22.2
Upward or lateral transfer	97.6	0.4	1.8	0.3	0.5	2.0	88.9	8.7
Enrollment continuity through 1998								
Continuously enrolled	96.2	1.3	1.7	0.9	2.2	1.6	78.1	18.1
Not continuously enrolled	95.5	2.3	2.2	0.1	2.1	2.4	72.0	23.4

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.5c—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public 4-year institutions							
Total	96.1	1.4	1.8	0.8	2.2	1.7	77.3	18.8
Gender								
Male	95.9	1.4	1.6	1.2	2.0	2.1	76.0	19.8
Female	96.2	1.4	1.9	0.5	2.3	1.4	78.2	18.2
Age when first enrolled								
18 years or younger	97.2	1.1	1.4	0.3	1.0	1.8	81.5	15.7
19 years	93.0	1.5	3.0	2.6	4.4	2.1	73.7	19.9
20–23 years	86.5	4.7	3.2	5.6	12.6	1.1	46.4	40.0
24–29 years	99.3	0.0	0.7	0.0	0.7	0.0	58.3	41.0
30 or older	93.0	2.7	4.3	0.0	5.3	1.9	46.0	46.8
Race/ethnicity								
White, non-Hispanic	96.7	1.1	1.7	0.5	2.0	1.3	77.0	19.6
Black, non-Hispanic	96.9	2.3	0.9	0.0	2.3	0.8	71.4	25.5
Hispanic	93.1	2.2	1.8	2.9	2.3	4.8	79.1	13.8
Asian/Pacific Islander	97.3	0.3	0.8	1.7	0.6	0.8	87.5	11.1
American Indian/ Alaskan Native	—	—	—	—	—	—	—	—
Marital status and children when first enrolled								
Single, no children (dependent)	96.2	1.3	1.6	0.9	1.9	1.8	79.6	16.7
Single, no children (independent)	98.6	0.5	1.0	0.0	1.0	0.5	75.3	23.2
Single with children	93.0	6.4	0.6	0.0	6.5	0.7	53.3	39.6
Married	93.2	2.6	4.2	0.0	4.5	2.4	40.6	52.6
Parental education								
High school diploma or less	94.9	2.1	2.0	1.0	2.9	2.3	69.0	25.8
Some postsecondary	94.1	2.0	3.0	1.0	3.7	2.2	68.9	25.2
Bachelor's degree	96.6	1.0	1.6	0.8	2.2	0.9	81.8	15.1
Advanced degree	98.5	0.5	0.6	0.5	0.3	1.1	90.5	8.1
Student/employee role 1995–96								
Did not work while enrolled	95.8	1.1	2.2	0.9	2.3	1.6	83.2	12.9
Student working to meet expenses	95.4	1.6	1.8	1.2	2.7	1.9	76.3	19.1
Employee who is enrolled	94.9	3.3	1.8	0.0	3.2	2.3	50.5	44.0

Table 2.5c—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	94.0	2.1	2.3	1.7	3.1	3.0	73.4	20.5
$25,000–44,999	96.1	1.2	1.7	1.0	2.4	1.5	75.2	20.8
$45,000–69,999	97.0	1.0	1.4	0.6	1.8	1.2	82.0	15.0
$70,000 or greater	97.4	0.9	1.2	0.5	0.7	1.6	85.2	12.5
Independent student income in 1994								
Less than $6,000	93.0	6.4	0.7	0.0	5.7	1.5	46.8	46.0
$6,000–14,999	97.4	1.1	1.5	0.0	2.8	0.0	63.5	33.8
$15,000–24,999	94.9	1.5	3.6	0.0	2.7	2.5	59.6	35.3
$25,000 or greater	94.1	2.5	3.4	0.0	4.3	1.6	42.6	51.5

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.5d—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in public 4-year institutions							
Total	96.1	1.4	1.8	0.8	2.2	1.7	77.3	18.8
Number of risk factors when first enrolled								
None	97.2	0.8	1.5	0.5	1.1	1.7	83.7	13.6
One	92.8	2.1	2.2	2.9	4.7	2.6	67.8	24.9
Two or three	93.1	5.0	1.9	0.0	5.7	1.4	57.7	35.2
Four or more	94.8	2.9	2.3	0.0	4.1	1.3	41.9	52.7
High school diploma or equivalency status								
High school diploma	96.2	1.3	1.6	0.8	2.0	1.8	77.7	18.6
GED/high school equivalent*	86.9	3.7	9.4	0.0	12.9	1.0	48.2	37.9
None*	—	—	—	—	—	—	—	—
Delayed postsecondary enrollment								
Did not delay	97.2	1.2	1.4	0.2	1.1	1.8	81.8	15.5
Delayed*	91.4	2.0	3.1	3.5	6.8	1.7	58.4	33.2
Attendance status when first enrolled								
Full-time	96.5	0.9	1.8	0.8	1.9	1.5	79.3	17.3
Part-time*	92.5	5.2	1.5	0.8	4.0	3.6	61.1	31.4
Dependency status when first enrolled								
Dependent	96.2	1.3	1.6	0.9	1.9	1.8	79.6	16.7
Independent*	94.8	2.9	2.3	0.0	4.0	1.4	52.7	42.0
Number of children when first enrolled								
None	96.2	1.3	1.7	0.9	1.9	1.8	79.0	17.3
One or more*	94.9	4.3	0.7	0.0	4.3	0.8	48.3	46.7
Single parent status when first enrolled								
Not a single parent	96.2	1.3	1.7	0.8	2.0	1.8	78.2	18.0
Single parent*	93.0	6.4	0.6	0.0	6.5	0.7	53.3	39.6
Worked while enrolled 1995–96								
Did not work	95.8	1.1	2.2	0.9	2.3	1.6	83.2	12.9
Worked part time	95.5	1.5	1.8	1.2	2.7	1.9	76.8	18.7
Worked full time*	96.2	2.4	1.4	0.0	2.1	1.8	57.6	38.5

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.6a—Percentage distribution of 1995–96 beginning postsecondary students who began in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by degree program, first degree attained, and academic preparation

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, not-for-profit 4-year institutions							
Total	95.8	1.5	2.0	0.7	1.8	2.5	78.5	17.2
Highest offering of first institution								
Doctorate-granting	95.7	1.5	1.5	1.2	1.3	3.1	84.0	11.6
Non-doctorate-granting	95.8	1.5	2.3	0.5	2.1	2.2	75.5	20.2
Degree program at first institution								
Certificate	80.6	12.0	7.4	0.0	17.7	2.4	59.7	20.3
Associate's degree	81.8	2.5	15.7	0.0	8.0	11.4	30.3	50.3
Bachelor's degree	96.8	1.2	1.2	0.8	1.2	2.1	81.4	15.4
Degree goal at first institution								
None	93.0	4.3	1.4	1.3	5.4	1.8	41.0	51.8
Certificate	—	—	—	—	—	—	—	—
Associate's degree	83.3	1.9	14.9	0.0	14.0	4.6	40.6	40.8
Bachelor's degree	95.9	1.3	1.9	0.9	1.3	2.9	82.7	13.1
First sub-baccalaureate degree attained								
None	100.0	†	†	†	†	†	82.1	18.0
Certificate	†	86.9	2.0	11.1	56.6	43.4	†	†
Associate's degree	†	†	100.0	0.0	31.1	68.9	†	†
Met high math/science curriculum								
Did not meet threshold	96.6	0.8	1.8	0.7	1.2	2.3	79.7	16.8
Met curriculum threshold	97.4	1.0	1.3	0.4	0.4	2.4	86.9	10.4
Number of Advanced Placement tests taken								
None	94.3	1.6	3.1	1.0	2.6	3.1	73.3	20.9
One	94.7	3.6	0.7	1.0	0.7	4.7	85.7	8.8
More than one	98.2	0.4	0.7	0.8	0.8	1.1	92.9	5.2
Grade-point average in high school								
B or less	95.0	1.2	3.0	0.8	2.5	2.8	65.3	29.4
B+ to A-	96.1	2.1	1.4	0.4	1.9	2.3	80.9	15.0
Mostly As	97.6	0.3	1.3	0.9	0.4	2.1	91.4	6.2
Derived SAT combined score								
Low quartile (400–700)	92.6	3.6	2.4	1.4	6.2	1.4	67.0	25.5
Middle quartiles (710–1020)	96.3	0.9	2.2	0.6	0.9	3.1	77.8	18.3
High quartile (1030–1600)	98.1	0.4	0.7	0.8	0.7	1.3	91.3	6.8

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.6b—Percentage distribution of 1995–96 beginning postsecondary students who began in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by attendance patterns through 1998

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, not-for-profit 4-year institutions							
Total	95.8	1.5	2.0	0.7	1.8	2.5	78.5	17.2
Number of months enrolled through 1998								
Less than 12 months	95.2	4.3	0.5	0.0	4.8	0.0	2.1	93.1
12–24 months	90.0	3.3	4.8	2.0	8.5	1.5	39.7	50.4
25 months or more	96.8	0.9	1.7	0.6	0.2	3.0	94.3	2.5
Intensity pattern through 1998								
Always full-time	95.7	1.2	2.2	0.9	1.6	2.7	81.2	14.5
Mixed	96.9	1.5	1.3	0.2	1.5	1.6	77.0	19.9
Always part-time	86.7	9.2	4.1	0.0	9.7	3.6	16.8	70.0
Academic year of last enrollment								
1995–96	95.7	3.6	0.7	0.0	4.3	†	†	95.7
1996–97	86.6	6.1	3.5	3.8	13.4	†	†	86.6
1997–98	96.5	0.9	2.1	0.6	0.6	2.9	91.9	4.6
Transfer status through 1998								
Did not transfer	95.6	1.3	2.3	0.8	1.8	2.7	78.9	16.7
Transferred	96.1	2.0	1.4	0.5	2.0	1.9	77.1	19.0
First transfer direction								
Did not transfer	95.6	1.3	2.3	0.8	1.8	2.7	78.9	16.7
Downward transfer	93.2	4.2	2.6	0.0	4.0	2.8	65.0	28.2
Upward or lateral transfer	97.8	0.7	0.6	0.9	0.8	1.4	84.4	13.4
Enrollment continuity through 1998								
Continuously enrolled	95.4	1.5	2.2	0.9	1.9	2.7	78.4	17.0
Not continuously enrolled	98.2	1.3	0.6	0.0	1.1	0.8	79.0	19.1

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.6c—Percentage distribution of 1995–96 beginning postsecondary students who began in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, not-for-profit 4-year institutions							
Total	95.8	1.5	2.0	0.7	1.8	2.5	78.5	17.2
Gender								
Male	95.7	2.1	1.9	0.3	2.0	2.3	76.4	19.2
Female	95.8	1.0	2.1	1.1	1.7	2.6	80.1	15.6
Age when first enrolled								
18 years or younger	97.1	0.9	1.7	0.3	0.7	2.3	83.5	13.5
19 years	95.4	1.3	2.1	1.2	2.5	2.4	72.8	22.4
20–23 years	86.6	5.1	1.5	6.8	12.0	1.6	48.5	37.9
24–29 years	75.5	8.0	16.6	0.0	13.3	12.0	44.3	30.4
30 or older	90.1	8.0	1.9	0.0	6.1	3.8	31.3	58.8
Race/ethnicity								
White, non-Hispanic	95.7	1.0	2.3	1.0	1.9	2.6	79.6	15.9
Black, non-Hispanic	94.1	4.9	1.0	0.0	4.0	2.4	71.3	22.4
Hispanic	95.9	2.6	1.1	0.5	1.0	2.7	71.8	24.5
Asian/Pacific Islander	98.3	0.3	1.4	0.0	0.0	1.8	86.0	12.2
American Indian/ Alaskan Native	—	—	—	—	—	—	—	—
Marital status and children when first enrolled								
Single, no children (dependent)	96.3	1.2	1.7	0.7	1.4	2.3	81.9	14.4
Single, no children (independent)	85.4	4.2	8.6	1.9	9.7	5.4	56.3	28.6
Single with children	84.4	7.7	8.0	0.0	3.8	11.8	37.2	47.2
Married	94.3	5.2	0.5	0.0	6.1	0.0	34.2	59.8
Parental education								
High school diploma or less	94.9	1.6	2.5	1.0	3.0	2.2	65.6	29.1
Some postsecondary	95.1	1.9	2.9	0.1	1.8	3.3	75.3	19.7
Bachelor's degree	96.1	1.5	1.8	0.7	0.9	3.1	84.1	12.0
Advanced degree	96.8	1.0	1.2	1.1	1.3	2.0	86.3	10.4
Student/employee role 1995–96								
Did not work while enrolled	94.7	2.3	2.5	0.5	1.8	3.7	80.0	14.6
Student working to meet expenses	95.8	0.8	2.1	1.3	2.2	2.2	81.5	14.2
Employee who is enrolled	91.2	6.4	2.4	0.0	3.5	4.7	49.2	42.5

Table 2.6c—Percentage distribution of 1995–96 beginning postsecondary students who began in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by demographic characteristics—Continued

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Dependent family income in 1994								
Less than $25,000	96.5	1.4	1.7	0.5	1.3	2.1	75.0	21.7
$25,000–44,999	95.7	2.2	1.6	0.5	2.3	2.1	76.9	18.6
$45,000–69,999	96.0	0.4	2.4	1.3	2.1	2.0	84.7	11.2
$70,000 or greater	96.9	1.0	1.4	0.7	0.5	2.8	86.9	9.8
Independent student income in 1994								
Less than $6,000	97.7	1.1	1.2	0.0	1.7	0.6	52.5	45.2
$6,000–14,999	78.6	2.6	15.6	3.2	15.6	9.3	34.6	40.5
$15,000–24,999	—	—	—	—	—	—	—	—
$25,000 or greater	81.0	19.0	0.0	0.0	12.7	6.3	32.2	48.8

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 2.6d—Percentage distribution of 1995–96 beginning postsecondary students who began in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by persistence risk factors when they first enrolled

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
	Students who began in private, not-for-profit 4-year institutions							
Total	95.8	1.5	2.0	0.7	1.8	2.5	78.5	17.2
Number of risk factors when first enrolled								
None	96.8	1.0	1.6	0.6	1.1	2.2	84.7	12.0
One	93.4	2.2	2.8	1.6	3.1	3.6	69.1	24.2
Two or three	91.4	2.9	4.6	1.0	5.8	2.8	48.5	42.9
Four or more	87.6	8.3	4.1	0.0	7.3	5.8	34.6	52.3
High school diploma or equivalency status								
High school diploma	95.8	1.5	2.0	0.8	1.8	2.5	79.1	16.6
GED/high school equivalent*	94.3	3.6	2.1	0.0	3.6	2.1	57.3	37.1
None*	—	—	—	—	—	—	—	—
Delayed postsecondary enrollment								
Did not delay	97.6	0.5	1.6	0.2	0.7	1.8	83.9	13.6
Delayed*	86.6	6.2	4.0	3.2	7.4	6.1	52.7	33.8
Attendance status when first enrolled								
Full-time	95.9	1.2	2.1	0.8	1.5	2.6	81.1	14.7
Part-time*	93.3	5.0	1.8	0.0	5.4	1.4	47.4	45.8
Dependency status when first enrolled								
Dependent	96.3	1.2	1.7	0.7	1.4	2.3	81.9	14.4
Independent*	88.6	5.3	5.3	0.7	7.0	4.8	43.7	44.5
Number of children when first enrolled								
None	96.0	1.3	2.0	0.8	1.8	2.4	80.5	15.4
One or more*	88.9	6.7	4.4	0.0	4.6	6.6	30.5	58.4
Single parent status when first enrolled								
Not a single parent	95.9	1.4	1.9	0.8	1.8	2.4	79.6	16.2
Single parent*	84.4	7.7	8.0	0.0	3.8	11.8	37.2	47.2
Worked while enrolled 1995–96								
Did not work	94.7	2.3	2.5	0.5	1.8	3.7	80.0	14.6
Worked part time	95.8	0.9	2.3	1.0	1.9	2.4	81.8	13.9
Worked full time*	92.8	4.5	1.1	1.6	5.4	1.9	54.9	37.8

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.0a—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type and first degree program

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Total	0.3	4.5	8.9	41.7	25.7	18.9
Type of first institution						
4-year						
Public	0.8	1.3	0.7	64.5	13.2	19.6
Private, not-for-profit	0.6	1.7	1.1	62.9	12.0	21.7
Private, for-profit	3.2	10.7	4.8	28.5	27.4	25.4
2-year						
Public	†	6.0	6.5	31.6	35.4	20.6
Private, not-for-profit	†	30.1	11.3	12.7	24.8	21.1
Private, for-profit	†	23.3	22.6	12.7	33.0	8.5
Less-than-2-year						
Public	†	†	48.6	5.3	36.7	9.5
Private, for-profit	†	†	55.4	7.2	30.5	6.9
Level of first institution						
4-year	0.7	1.5	0.9	63.5	12.9	20.4
2-year	0.0	7.6	7.7	29.9	35.1	19.7
Less-than-2-year	0.0	0.0	53.5	6.9	32.1	7.5
Control of first institution						
Public	0.3	4.2	5.4	42.6	27.6	20.0
Private, not-for-profit	0.6	3.3	1.7	59.7	13.0	21.6
Private, for-profit	0.1	8.1	42.5	9.9	31.2	8.2
Degree program at first institution						
Certificate	0.0	1.8	39.3	15.1	35.4	8.5
Associate's degree	0.0	9.0	2.8	31.9	34.2	22.0
Bachelor's degree	0.8	0.6	0.5	66.1	11.3	20.7
Degree goal at first institution						
None	0.0	1.2	6.3	13.9	45.8	32.8
Certificate	0.0	1.6	47.9	10.8	33.5	6.3
Associate's degree	0.0	13.6	4.7	36.3	33.2	12.3
Bachelor's degree or transfer to 4-year	0.7	2.2	0.8	59.1	14.5	22.7
First sub-baccalaureate degree attained						
None	†	†	†	48.7	30.6	20.7
Certificate	0.3	2.1	82.8	5.4	†	9.4
Associate's degree	0.7	86.3	†	3.5	†	9.6

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.0b—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Total	0.3	4.5	8.9	41.7	25.7	18.9
Number of months enrolled through 1998						
Less than 12 months	0.0	0.7	17.0	7.9	68.4	6.0
12–24 months	0.5	5.8	13.2	27.7	26.7	26.1
25 months or more	0.4	5.9	2.4	66.9	2.1	22.5
Intensity pattern through 1998						
Always full-time	0.4	6.3	9.8	45.4	20.7	17.4
Mixed	0.2	3.2	6.9	44.3	16.8	28.8
Always part-time	0.0	0.2	9.6	22.8	62.5	5.0
Academic year of last enrollment						
1995–96	0.0	0.6	14.9	0.3	82.9	1.3
1996–97	0.8	6.9	25.0	11.5	43.9	12.0
1997–98	0.3	5.1	3.1	62.2	3.2	26.2
Transfer status through 1998						
Did not transfer	0.4	3.3	10.7	52.7	32.9	†
Transferred	0.0	8.5	2.4	2.2	0.0	86.8
First transfer direction						
Did not transfer	0.4	3.3	10.7	52.7	32.9	†
Downward transfer	0.0	0.9	1.1	3.9	0.0	94.2
Upward or lateral transfer	0.1	10.6	2.8	1.8	0.0	84.8
Enrollment continuity through 1998						
Continuously enrolled	0.4	5.3	10.0	39.4	30.7	14.3
Not continuously enrolled	0.0	0.3	3.0	53.8	0.0	42.9

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.0c—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Total	0.3	4.5	8.9	41.7	25.7	18.9
Gender						
Male	0.4	4.4	7.6	43.3	25.4	18.9
Female	0.3	4.5	9.8	40.4	26.1	19.0
Age when first enrolled						
18 years or younger	0.2	5.2	3.1	50.9	17.6	23.0
19 years	0.6	4.4	6.7	41.4	25.6	21.4
20–23 years	1.2	3.5	17.5	33.1	32.3	12.4
24–29 years	0.0	3.0	26.3	19.4	44.5	6.8
30 or older	0.1	2.8	21.1	18.6	48.3	9.2
Race/ethnicity						
White, non-Hispanic	0.3	5.0	8.2	41.8	25.3	19.4
Black, non-Hispanic	0.0	3.9	12.3	34.1	32.9	16.8
Hispanic	0.8	3.1	11.2	43.5	23.8	17.7
Asian/Pacific Islander	0.2	2.1	5.1	51.3	23.3	18.1
American Indian/Alaskan Native	0.0	2.5	5.4	40.3	28.0	23.7
Marital status and children when first enrolled						
Single, no children (dependent)	0.4	4.8	4.5	49.3	18.6	22.4
Single, no children (independent)	0.3	3.0	18.8	23.9	42.9	11.1
Single with children	0.0	5.5	20.4	27.2	37.3	9.6
Married	0.0	2.2	22.2	18.4	49.3	7.8
Parental education						
High school diploma or less	0.3	4.8	13.5	34.8	32.2	14.4
Some postsecondary	0.3	4.7	7.7	39.6	27.0	20.8
Bachelor's degree	0.3	5.9	3.5	47.7	17.8	24.9
Advanced degree	0.5	2.5	1.1	59.9	13.0	23.0
Student/employee role 1995–96						
Did not work while enrolled	0.3	3.6	11.4	46.0	20.9	17.8
Student working to meet expenses	0.5	5.9	5.4	44.8	21.2	22.2
Employee who is enrolled	0.1	4.7	13.0	25.0	45.6	11.6
Dependent family income in 1994						
Less than $25,000	0.6	5.3	7.5	47.5	20.5	18.6
$25,000–44,999	0.3	5.2	5.3	44.5	21.1	23.5
$45,000–69,999	0.4	4.6	2.6	49.3	21.1	22.0
$70,000 or greater	0.3	4.1	2.3	55.8	11.7	25.9

Table 3.0c—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics—Continued

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Independent student income in 1994						
Less than $6,000	0.0	4.5	17.8	23.9	40.3	13.6
$6,000–14,999	0.1	4.8	20.8	19.2	43.0	12.1
$15,000–24,999	0.0	2.4	27.5	25.5	39.1	5.5
$25,000 or greater	0.2	2.6	15.5	19.7	54.1	7.9

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.0d—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by persistence risk factors when they first enrolled

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
Total	0.3	4.5	8.9	41.7	25.7	18.9
Number of risk factors when first enrolled						
None	0.3	5.8	2.8	55.9	11.7	23.5
One	0.8	4.4	7.1	40.1	25.2	22.5
Two or three	0.1	2.5	16.7	28.5	38.3	13.8
Four or more	0.0	3.5	18.1	22.3	47.2	8.9
High school diploma or equivalency status						
High school diploma	0.3	4.6	7.3	43.5	24.8	19.5
GED/high school equivalent[2]	0.0	4.1	21.5	31.1	28.6	14.7
None[2]	0.0	1.9	24.3	9.6	52.6	11.7
Delayed postsecondary enrollment						
Did not delay	0.1	5.1	3.2	50.7	17.4	23.5
Delayed[2]	0.7	3.5	17.3	28.6	38.1	11.8
Attendance status when first enrolled						
Full-time	0.4	5.3	8.9	45.4	20.3	19.6
Part-time[2]	0.1	2.2	8.8	32.2	39.6	17.1
Dependency status when first enrolled						
Dependent	0.4	4.8	4.5	49.3	18.6	22.4
Independent[2]	0.1	3.6	20.9	21.9	43.9	9.6
Number of children when first enrolled						
None	0.4	4.6	6.6	45.7	21.9	20.8
One or more[2]	0.0	3.8	21.0	22.8	43.8	8.6
Single parent status when first enrolled						
Not a single parent	0.3	4.4	7.7	43.7	24.1	19.8
Single parent[2]	0.0	5.5	20.4	27.2	37.3	9.6
Worked while enrolled 1995–96						
Did not work	0.3	3.6	11.4	46.0	20.9	17.8
Worked part time	0.5	6.6	6.7	44.4	19.6	22.3
Worked full time[2]	0.2	3.4	11.3	28.4	44.1	12.7

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.1a—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type and first degree program

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Less-than-4-year institutions		
Total	6.5	14.5	26.5	34.6	17.9
Type of first institution					
2-year					
Public	6.0	6.5	31.6	35.4	20.6
Private, not-for-profit	30.1	11.3	12.7	24.8	21.1
Private, for-profit	23.3	22.6	12.7	33.0	8.5
Less-than-2-year					
Public	†	48.6	5.3	36.7	9.5
Private, for-profit	†	55.4	7.2	30.5	6.9
Level of first institution					
2-year	7.6	7.7	29.9	35.1	19.7
Less-than-2-year	0.0	53.5	6.9	32.1	7.5
Control of first institution					
Public	5.8	8.0	30.6	35.5	20.2
Private, not-for-profit	26.7	11.4	12.7	28.8	20.4
Private, for-profit	8.0	44.1	9.1	31.4	7.4
Degree program at first institution					
Certificate	1.4	40.7	13.8	35.9	8.1
Associate's degree	8.8	2.7	32.2	34.1	22.3
Degree goal at first institution					
None	1.4	8.6	11.7	49.5	28.9
Certificate	1.3	46.7	12.1	33.5	6.4
Associate's degree	13.3	4.6	35.7	33.8	12.7
Bachelor's degree or transfer to 4-year	5.2	1.0	31.7	25.4	36.6
Transfer or degree expectation					
No degree, no transfer	0.1	9.3	13.7	55.7	21.2
Degree, no transfer	7.2	25.2	23.2	35.4	9.0
Degree, transfer	13.4	1.6	35.1	28.0	21.9
No degree, transfer	5.5	1.2	30.8	26.2	36.3
Program/field at first institution					
Vocational certificate	1.4	40.7	13.8	35.9	8.1
Associate's applied fields	12.2	4.0	31.8	36.3	15.7
Associate's liberal arts/uncertain	5.4	1.5	32.5	31.8	28.8

Table 3.1a—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type and first degree program —Continued

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Purpose for enrolling					
Job skills	5.2	28.2	15.1	42.9	8.7
Degree or certificate	8.0	12.4	28.5	37.2	13.9
Transfer to 4-year	10.9	1.1	38.0	22.1	27.9
Other	5.0	12.1	20.0	42.1	20.8
First sub-baccalaureate degree attained					
None	†	†	33.4	45.5	21.1
Certificate	2.0	84.9	5.6	†	7.5
Associate's degree	89.0	†	2.6	†	8.4

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.1b—**Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns**

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
	Less-than-4-year institutions				
Total	6.5	14.5	26.5	34.6	17.9
Number of months enrolled through 1998					
Less than 12 months	0.7	19.7	7.0	67.3	5.3
12–24 months	6.7	17.4	27.1	26.1	22.7
25 months or more	13.5	5.4	49.6	2.9	28.7
Intensity pattern through 1998					
Always full-time	12.1	21.5	17.6	31.6	17.3
Mixed	4.1	9.0	39.8	19.8	27.3
Always part-time	0.1	10.2	21.8	63.7	4.2
Academic year of last enrollment					
1995–96	0.6	17.1	0.1	80.9	1.3
1996–97	7.5	31.2	10.4	42.3	8.5
1997–98	9.6	6.1	48.4	4.5	31.5
Transfer status through 1998					
Did not transfer	4.4	17.5	33.6	44.5	†
Transferred	13.9	4.0	1.6	0.0	80.6
First transfer direction					
Did not transfer	4.4	17.5	33.6	44.5	†
Downward transfer	4.2	5.7	0.0	0.0	90.1
Upward or lateral transfer	14.6	3.9	1.7	0.0	79.9
Enrollment continuity through 1998					
Continuously enrolled	7.9	16.8	19.8	42.7	12.7
Not continuously enrolled	0.3	4.4	55.1	0.0	40.2

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.1c—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Less-than-4-year institutions		
Total	6.5	14.5	26.5	34.6	17.9
Gender					
Male	6.4	12.0	30.3	32.5	18.9
Female	6.6	16.3	23.4	36.6	17.2
Age when first enrolled					
18 years or younger	10.3	6.5	30.3	27.2	25.7
19 years	5.7	10.0	31.9	31.4	21.1
20–23 years	3.9	21.2	31.5	33.3	10.2
24–29 years	2.4	28.9	16.3	46.0	6.5
30 or older	2.7	23.1	15.7	48.9	9.6
Race/ethnicity					
White, non-Hispanic	7.6	13.7	24.8	34.5	19.3
Black, non-Hispanic	5.7	17.8	22.3	41.1	13.1
Hispanic	3.8	16.7	35.4	29.0	15.2
Asian/Pacific Islander	3.7	10.4	26.7	41.3	17.8
American Indian/Alaskan Native	1.3	7.8	26.7	36.5	27.8
Marital status and children when first enrolled					
Single, no children (dependent)	8.7	8.7	31.6	27.2	23.8
Single, no children (independent)	2.6	22.4	17.2	47.6	10.2
Single with children	5.7	22.1	25.4	37.3	9.5
Married	2.1	25.0	15.0	50.2	7.7
Parental education					
High school diploma or less	5.9	18.4	26.5	37.2	12.0
Some postsecondary	6.0	11.6	29.5	33.5	19.5
Bachelor's degree	10.8	6.6	27.8	26.8	28.2
Advanced degree	7.9	2.3	18.3	31.9	39.7
Student/employee role 1995–96					
Did not work while enrolled	5.4	22.2	23.2	33.0	16.2
Student working to meet expenses	9.3	9.1	30.4	28.5	22.8
Employee who is enrolled	5.3	14.9	21.2	47.9	10.8

Table 3.1c—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics—Continued

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Dependent family income in 1994					
Less than $25,000	7.9	12.6	38.0	25.7	15.8
$25,000–44,999	8.8	8.9	29.3	27.2	25.9
$45,000–69,999	8.1	5.3	28.9	34.7	22.9
$70,000 or greater	10.9	5.6	26.7	19.6	37.2
Independent student income in 1994					
Less than $6,000	4.8	20.5	20.3	41.1	13.3
$6,000–14,999	4.6	22.9	16.2	44.3	12.0
$15,000–24,999	2.3	30.4	23.1	40.1	4.2
$25,000 or greater	2.6	17.1	16.1	56.0	8.3

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.1d—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by persistence risk factors when they first enrolled

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
			Less-than-4-year institutions		
Total	6.5	14.5	26.5	34.6	17.9
Number of risk factors when first enrolled					
None	16.0	8.3	27.1	18.3	30.4
One	5.8	9.8	32.8	29.5	22.2
Two or three	2.4	18.9	26.8	39.5	12.4
Four or more	3.5	19.8	19.7	47.9	9.0
High school diploma or equivalency status					
High school diploma	7.1	12.6	27.0	34.5	18.8
GED/high school equivalent[2]	3.7	23.8	30.0	28.8	13.7
None[2]	2.0	25.1	8.5	53.5	11.0
Delayed postsecondary enrollment					
Did not delay	9.7	6.5	31.3	26.1	26.3
Delayed[2]	3.7	21.3	23.2	41.5	10.3
Attendance status when first enrolled					
Full-time	9.3	17.6	24.4	29.7	19.0
Part-time[2]	2.4	9.8	29.6	42.0	16.3
Dependency status when first enrolled					
Dependent	8.7	8.7	31.6	27.2	23.8
Independent[2]	3.6	23.5	18.6	45.1	9.2
Number of children when first enrolled					
None	7.4	11.9	28.6	31.4	20.8
One or more[2]	4.0	23.1	20.4	44.0	8.5
Single parent status when first enrolled					
Not a single parent	6.8	13.3	26.8	33.9	19.2
Single parent	5.7	22.1	25.4	37.3	9.5
Worked while enrolled 1995–96					
Did not work	5.4	22.2	23.2	33.0	16.2
Worked part time	10.6	11.5	28.9	26.1	22.9
Worked full time[2]	3.8	13.4	23.9	47.4	11.5

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.2a—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type and first degree program

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Public less-than-4-year institutions		
Total	5.8	8.0	30.6	35.5	20.2
Level of first institution					
2-year	6.0	6.5	31.6	35.4	20.6
Less-than-2-year	†	48.6	5.3	36.7	9.5
Degree program at first institution					
Certificate	1.4	29.7	19.9	40.3	8.7
Associate's degree	6.8	2.5	33.4	34.3	23.1
Degree goal at first institution					
None	1.7	2.3	13.1	50.1	32.9
Certificate	2.0	36.8	17.5	38.2	5.6
Associate's	10.0	4.2	38.0	34.6	13.2
Bachelor's degree or transfer to 4-year	4.5	1.0	32.1	25.4	37.0
Transfer or degree expectation					
No degree, no transfer	0.0	1.8	16.6	58.2	23.5
Degree, no transfer	5.9	16.6	29.9	38.0	9.7
Degree, transfer	12.5	1.4	35.8	28.2	22.2
No degree, transfer	5.0	1.0	31.2	26.1	36.8
Program/field at first institution					
Vocational certificate	1.4	29.7	19.9	40.3	8.7
Associate's applied fields	8.8	3.6	34.2	37.0	16.4
Associate's liberal arts/uncertain	5.2	1.5	32.6	31.9	28.7
Purpose for enrolling					
Job skills	3.7	15.6	21.3	50.2	9.3
Degree or certificate	5.4	9.7	31.8	38.6	14.6
Transfer to 4-year	10.5	1.0	38.3	22.2	28.0
Other	3.4	8.3	22.6	42.9	22.8
First sub-baccalaureate degree attained					
None	†	†	35.4	42.4	22.2
Certificate	1.6	80.8	8.7	†	9.0
Associate's degree	85.7	†	3.1	†	11.1

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.2b—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Public less-than-4-year institutions		
Total	5.8	8.0	30.6	35.5	20.2
Number of months enrolled through 1998					
Less than 12 months	0.3	11.3	8.0	74.7	5.8
12–24 months	4.0	8.9	31.6	30.2	25.3
25 months or more	12.2	4.2	51.1	2.8	29.7
Intensity pattern through 1998					
Always full-time	12.8	11.5	22.5	30.4	22.9
Mixed	3.6	5.5	42.2	20.6	28.0
Always part-time	0.0	7.3	23.0	65.4	4.4
Academic year of last enrollment					
1995–96	0.4	11.6	0.0	86.3	1.7
1996–97	5.8	16.1	12.9	54.7	10.5
1997–98	8.4	3.7	51.3	4.3	32.3
Transfer status through 1998					
Did not transfer	3.0	10.0	40.0	47.0	†
Transferred	14.3	1.6	1.8	0.0	82.3
First transfer direction					
Did not transfer	3.0	10.0	40.0	47.0	†
Downward transfer	—	—	—	—	—
Upward or lateral transfer	15.0	1.3	1.9	0.0	81.9
Enrollment continuity through 1998					
Continuously enrolled	7.1	9.5	23.8	44.2	15.4
Not continuously enrolled	0.3	1.8	58.6	0.0	39.4

—Too few cases for a reliable estimate.

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.2c—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Public less-than-4-year institutions		
Total	5.8	8.0	30.6	35.5	20.2
Gender					
Male	5.1	8.1	33.9	32.2	20.8
Female	6.3	7.9	27.6	38.7	19.6
Age when first enrolled					
18 years or younger	9.3	4.2	32.4	26.6	27.6
19 years	4.4	2.6	36.6	32.7	23.8
20–23 years	3.2	7.2	42.5	35.6	11.5
24–29 years	1.0	24.6	19.5	49.4	5.6
30 or older	1.6	13.8	19.1	54.5	11.1
Race/ethnicity					
White, non-Hispanic	6.8	8.6	28.1	35.4	21.2
Black, non-Hispanic	5.8	10.7	27.7	42.6	13.2
Hispanic	2.1	5.1	44.2	29.3	19.4
Asian/Pacific Islander	2.5	2.0	31.3	43.0	21.3
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	7.8	4.4	34.6	27.4	25.8
Single, no children (independent)	1.2	9.7	21.1	57.4	10.7
Single with children	5.5	12.9	34.2	38.1	9.3
Married	1.1	19.9	17.4	53.2	8.4
Parental education					
High school diploma or less	5.1	10.5	31.8	39.5	13.2
Some postsecondary	4.5	6.3	32.7	35.0	21.5
Bachelor's degree	10.7	3.1	30.5	25.9	29.8
Advanced degree	7.2	0.1	19.0	32.7	41.0
Student/employee role 1995–96					
Did not work while enrolled	4.8	9.5	31.6	33.4	20.7
Student working to meet expenses	7.5	5.0	33.5	29.6	24.5
Employee who is enrolled	5.0	11.2	23.3	49.0	11.5

Table 3.2c—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics—Continued

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Dependent income					
Less than $25,000	7.5	6.3	44.1	24.8	17.3
$25,000–44,999	7.3	4.2	32.4	27.9	28.2
$45,000–69,999	7.1	3.4	30.5	35.1	23.9
$70,000 or greater	10.0	3.1	27.9	19.6	39.4
Independent student income in 1994					
Less than $6,000	3.1	8.8	27.1	45.8	15.1
$6,000–14,999	4.2	13.0	20.3	49.7	12.8
$15,000–24,999	1.9	26.8	26.6	41.3	3.5
$25,000 or greater	0.8	8.5	18.9	61.7	10.2

—Too few cases for a reliable estimate.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.2d—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by persistence risk factors when they first enrolled

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
			Public less-than-4-year institutions		
Total	5.8	8.0	30.6	35.5	20.2
Number of risk factors when first enrolled					
None	15.3	4.6	29.0	17.0	34.0
One	4.5	3.8	37.8	29.7	24.1
Two or three	1.1	11.0	32.6	41.7	13.6
Four or more	3.1	13.1	22.8	51.6	9.4
High school diploma or equivalency status					
High school diploma	6.2	6.8	30.7	35.5	20.9
GED/high school equivalent[2]	2.8	16.9	37.4	27.1	15.8
None[2]	3.2	14.3	10.4	58.1	14.0
Delayed postsecondary enrollment					
Did not delay	8.6	3.7	33.5	25.9	28.3
Delayed[2]	2.6	12.6	28.8	45.1	11.0
Attendance status when first enrolled					
Full-time	8.9	8.8	30.2	29.2	22.9
Part-time[2]	2.1	7.0	31.2	42.7	17.0
Dependency status when first enrolled					
Dependent	7.8	4.4	34.6	27.4	25.8
Independent[2]	2.6	15.4	22.9	49.5	9.7
Number of children when first enrolled					
None	6.5	6.3	32.2	32.1	22.9
One or more[2]	3.6	15.1	25.6	46.9	8.8
Single parent status when first enrolled					
Not a single parent	6.0	7.4	30.4	34.7	21.4
Single parent[2]	5.5	12.9	34.2	38.1	9.3
Worked while enrolled 1995–96					
Did not work	4.8	9.5	31.6	33.4	20.7
Worked part time	9.6	6.7	32.2	26.1	25.3
Worked full time[2]	2.8	10.1	26.0	49.3	11.9

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.3a—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type and *first degree program*

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
	Private, for-profit less-than-4-year institutions				
Total	8.0	44.1	9.1	31.4	7.4
Level of first institution					
2-year	23.3	22.6	12.7	33.0	8.5
Less-than-2-year	†	55.4	7.2	30.5	6.9
Degree program at first institution					
Certificate	1.2	54.2	6.9	30.7	7.0
Associate's degree	34.6	4.7	17.8	33.8	9.2
Degree goal at first institution					
None	0.3	34.1	5.9	48.4	11.3
Certificate	0.2	58.0	6.6	28.3	6.9
Associate's	41.8	6.5	16.4	28.6	6.8
Bachelor's degree or transfer to 4-year	—	—	—	—	—
Transfer or degree expectation					
No degree, no transfer	0.4	39.5	2.1	47.4	10.6
Degree, no transfer	8.4	46.2	8.7	29.7	7.1
Degree, transfer	—	—	—	—	—
No degree, transfer	—	—	—	—	—
Program/field at first institution					
Vocational certificate	1.2	54.2	6.9	30.7	7.0
Associate's applied fields	34.6	4.7	17.8	33.8	9.2
Associate's liberal arts/uncertain	—	—	—	—	—
Purpose for enrolling					
Job skills	6.3	50.9	4.8	30.6	7.5
Degree or certificate	20.0	29.1	11.6	31.1	8.2
Transfer to 4-year	—	—	—	—	—
Other	11.3	35.0	5.1	40.4	8.2
First sub-baccalaureate degree attained					
None	†	†	17.6	72.0	10.4
Certificate	2.2	89.2	2.7	†	5.9
Associate's degree	99.0	†	1.0	†	†

—Too few cases for a reliable estimate

*Postsecondary education

†Not applicable

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.3b—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
	Private for-profit less-than-4-year institutions				
Total	8.0	44.1	9.1	31.4	7.4
Number of months enrolled through 1998					
Less than 12 months	1.5	43.6	4.0	47.2	3.7
12–24 months	13.6	49.6	11.7	11.8	13.3
25 months or more	29.1	25.7	32.6	3.7	8.9
Intensity pattern through 1998					
Always full-time	8.9	42.0	8.5	34.0	6.6
Mixed	7.9	51.8	13.3	11.2	15.8
Always part-time	0.7	49.4	7.8	41.1	1.1
Academic year of last enrollment					
1995–96	0.9	35.4	0.2	63.5	†
1996–97	9.1	66.9	5.2	15.3	3.6
1997–98	17.0	27.7	26.9	5.5	23.0
Transfer status through 1998					
Did not transfer	8.3	46.3	10.2	35.2	†
Transferred	5.6	26.2	0.0	0.0	68.2
First transfer direction					
Did not transfer	8.3	46.3	10.2	35.2	0.0
Downward transfer	—	—	—	—	—
Upward or lateral transfer	6.1	28.4	0.0	0.0	65.5
Enrollment continuity through 1998					
Continuously enrolled	9.3	48.4	4.3	36.8	1.2
Not continuously enrolled	0.6	19.7	36.5	0.0	43.2

—Too few cases for a reliable estimate.

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.3c—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
	Private for-profit less-than-4-year institutions				
Total	8.0	44.1	9.1	31.4	7.4
Gender					
Male	13.0	39.9	7.7	34.5	5.0
Female	5.9	45.1	9.9	30.4	8.7
Age when first enrolled					
18 years or younger	16.7	27.6	14.4	33.4	7.9
19 years	8.3	49.4	9.7	25.2	7.5
20–23 years	4.0	50.6	8.9	29.2	7.3
24–29 years	6.0	43.2	6.4	35.0	9.5
30 or older	4.9	51.9	5.8	32.9	4.5
Race/ethnicity					
White, non-Hispanic	10.5	44.7	6.8	29.9	8.1
Black, non-Hispanic	4.8	36.8	9.0	37.5	12.0
Hispanic	6.7	50.6	11.2	28.8	2.7
Asian/Pacific Islander	2.0	44.3	11.5	38.5	3.7
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	12.7	43.9	9.3	27.1	7.0
Single, no children (independent)	5.7	59.5	6.8	20.3	7.7
Single with children	5.8	39.1	9.5	36.2	9.3
Married	3.4	42.6	6.9	42.0	5.0
Parental education					
High school diploma or less	8.0	47.8	7.9	29.5	6.8
Some postsecondary	10.7	45.5	11.7	25.4	6.8
Bachelor's degree	7.3	35.7	7.0	34.7	15.3
Advanced degree	13.4	32.8	9.1	26.0	18.9
Student/employee role 1995–96					
Did not work while enrolled	5.0	49.8	6.6	32.2	6.4
Student working to meet expenses	18.3	40.1	9.4	22.2	10.0
Employee who is enrolled	6.6	38.1	8.2	41.9	5.1

Table 3.3c—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics—Continued

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Dependent family income in 1994					
Less than $25,000	7.6	44.3	11.7	29.7	6.8
$25,000–44,999	17.4	47.0	5.6	21.9	8.1
$45,000–69,999	19.3	38.4	5.4	31.5	5.4
$70,000 or greater	17.8	39.6	13.0	22.4	7.2
Independent student income in 1994					
Less than $6,000	7.0	40.1	10.1	32.6	10.2
$6,000–14,999	4.2	45.4	7.1	33.0	10.3
$15,000–24,999	2.1	49.2	7.3	36.1	5.3
$25,000 or greater	7.9	43.8	7.1	39.7	1.6

—Too few cases for a reliable estimate.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.3d—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by persistence risk factors when they first enrolled

	Attained at the first institution		Retention at the first institution		
	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
			Private, for-profit less-than-4-year institutions		
Total	8.0	44.1	9.1	31.4	7.4
Number of risk factors when first enrolled					
None	17.5	37.3	14.6	27.5	3.2
One	10.2	44.6	6.0	28.4	10.8
Two or three	5.7	49.0	5.7	31.6	7.9
Four or more	4.5	41.7	10.2	36.6	7.0
High school diploma or equivalency status					
High school diploma	9.9	44.3	8.9	29.5	7.4
GED/high school equivalent[2]	4.8	40.9	12.8	32.7	8.8
None[2]	0.0	42.1	5.5	46.2	6.3
Delayed postsecondary enrollment					
Did not delay	16.3	30.8	15.1	28.7	9.2
Delayed[2]	5.5	49.1	6.9	31.2	7.2
Attendance status when first enrolled					
Full-time	8.4	43.1	9.3	31.3	8.0
Part-time[2]	5.6	50.3	8.0	31.8	4.3
Dependency status when first enrolled					
Dependent	12.7	43.9	9.3	27.1	7.0
Independent[2]	5.1	44.1	8.2	35.0	7.7
Number of children when first enrolled					
None	10.1	45.9	8.6	28.0	7.3
One or more[2]	4.1	42.7	8.3	37.5	7.4
Single parent status when first enrolled					
Not a single parent	8.5	46.8	8.1	30.1	6.6
Single parent	5.8	39.1	9.5	36.2	9.3
Worked while enrolled 1995–96					
Did not work	5.0	49.8	6.6	32.2	6.4
Worked part time	13.6	42.9	9.5	27.0	7.1
Worked full time[2]	10.6	37.3	9.3	34.8	7.9

[1] Postsecondary education

[2] Risk factor

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.4a—**Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type, first degree program, and academic preparation**

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	**No degree, still enrolled**	**No degree, left PSE***	No degree, transferred
			4-year institutions			
Total	0.7	1.5	0.9	63.5	12.9	20.4
Type of first institution						
4-year						
Public	0.8	1.3	0.7	64.5	13.2	19.6
Private, not-for-profit	0.6	1.7	1.1	62.9	12.0	21.7
Private, for-profit	3.2	10.7	4.8	28.5	27.4	25.4
Highest offering of first institution						
Doctorate-granting	0.9	0.7	0.7	69.2	10.5	18.0
Non-doctorate-granting	0.6	2.5	1.0	56.9	15.7	23.2
Control of first institution						
Public	0.8	1.3	0.7	64.5	13.2	19.6
Private, not-for-profit	0.6	1.7	1.1	62.9	12.0	21.7
Private, for-profit	3.2	10.7	4.8	28.5	27.4	25.4
Degree program at first institution						
Certificate	0.0	8.9	7.5	42.3	24.4	16.9
Associate's degree	0.0	14.0	4.2	27.9	37.2	16.8
Bachelor's degree	0.8	0.6	0.5	66.1	11.3	20.7
Degree goal at first institution						
None	0.0	0.1	0.4	20.7	23.9	54.8
Certificate	0.0	8.7	13.4	28.6	31.9	17.5
Associate's degree	0.0	16.0	5.2	33.2	33.2	12.5
Bachelor's degree	1.0	1.2	0.7	67.8	10.7	18.7
First sub-baccalaureate degree attained						
None	†	†	†	66.2	13.5	20.3
Certificate	5.1	4.0	52.3	2.5	†	36.2
Associate's degree	4.0	72.8	†	8.0	†	15.3
Met high math/science curriculum						
Did not meet threshold	0.5	1.1	0.5	62.7	11.8	23.4
Met curriculum threshold	0.6	0.8	0.6	73.8	6.9	17.3

Table 3.4a—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type, first degree program, and academic preparation—Continued

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Number of Advanced Placement tests taken						
None	0.7	1.9	1.1	58.0	14.9	23.3
One	1.4	0.5	1.0	73.8	7.0	16.3
More than one	1.1	0.4	0.4	79.9	5.3	12.9
Grade-point average in high school						
B or less	0.4	1.7	0.9	48.3	19.5	29.3
B+ to A-	0.6	0.8	1.1	66.1	10.0	21.5
Mostly As	0.7	0.7	0.2	78.5	4.4	15.6
Derived SAT combined score						
Low quartile (400–700)	0.7	1.4	1.6	48.8	18.7	28.8
Middle quartiles (710–1020)	0.5	1.1	0.6	63.3	11.2	23.4
High quartile (1030–1600)	0.8	0.7	0.3	76.3	7.3	14.6

*Postsecondary education.

‡Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.4b—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
				4-year institutions		
Total	0.7	1.5	0.9	63.5	12.9	20.4
Number of months enrolled through 1998						
Less than 12 months	0.0	0.8	1.5	13.5	74.7	9.6
12–24 months	2.0	3.4	2.1	29.1	28.4	35.0
25 months or more	0.6	1.2	0.5	77.5	1.6	18.7
Intensity pattern through 1998						
Always full-time	0.8	1.7	0.6	67.4	12.2	17.5
Mixed	0.8	0.9	1.6	55.0	9.5	32.3
Always part-time	0.0	1.5	3.6	31.8	51.1	12.1
Academic year of last enrollment						
1995–96	0.0	1.0	1.5	1.3	94.5	1.8
1996–97	3.6	4.9	3.7	15.1	49.0	23.7
1997–98	0.5	1.2	0.5	73.9	2.2	21.7
Transfer status through 1998						
Did not transfer	0.9	1.8	1.1	79.8	16.4	†
Transferred	0.1	0.4	0.0	3.2	0.0	96.2
First transfer direction						
Did not transfer	0.9	1.8	1.1	79.8	16.4	†
Downward transfer	0.0	0.1	0.0	4.8	0.0	95.1
Upward or lateral transfer	0.2	0.7	0.0	2.1	0.0	97.0
Enrollment continuity through 1998						
Continuously enrolled	0.8	1.7	1.0	65.3	14.7	16.4
Not continuously enrolled	0.0	0.1	0.0	51.0	0.0	48.8

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.4c—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			4-year institutions			
Total	0.7	1.5	0.9	63.5	12.9	20.4
Gender						
Male	0.9	1.5	1.3	62.1	15.3	18.9
Female	0.6	1.6	0.5	64.6	11.1	21.7
Age when first enrolled						
18 years or younger	0.3	1.2	0.5	66.9	10.1	21.0
19 years	1.7	1.8	0.3	59.9	14.2	22.1
20–23 years	5.4	2.0	4.7	38.5	29.0	20.4
24–29 years	0.0	9.2	3.1	47.3	31.2	9.2
30 or older	1.2	3.3	3.6	43.2	43.0	5.7
Race/ethnicity						
White, non-Hispanic	0.6	1.5	0.8	64.7	12.9	19.5
Black, non-Hispanic	0.0	0.6	1.7	56.6	17.0	24.1
Hispanic	2.3	1.9	0.7	58.9	13.9	22.3
Asian/Pacific Islander	0.3	0.7	0.3	73.2	7.2	18.3
American Indian/Alaskan Native	0.0	5.3	0.0	71.1	9.1	14.5
Marital status and children when first enrolled						
Single, no children (dependent)	0.8	1.3	0.7	65.4	10.8	21.2
Single, no children (independent)	1.8	4.8	2.0	55.4	20.6	15.4
Single with children	0.0	2.9	4.0	44.6	37.4	11.0
Married	0.0	2.9	2.9	42.3	43.5	8.5
Parental education						
High school diploma or less	1.1	1.9	1.1	55.7	19.6	20.7
Some postsecondary	0.7	2.7	1.3	56.1	16.2	23.0
Bachelor's degree	0.5	1.2	0.6	66.7	9.3	21.8
Advanced degree	0.7	0.6	0.7	74.6	6.4	17.1
Student/employee role 1995–96						
Did not work while enrolled	0.6	1.8	0.9	68.0	9.4	19.4
Student working to meet expenses	1.2	1.7	0.8	62.6	12.2	21.6
Employee who is enrolled	0.6	1.9	2.7	45.9	33.0	15.9

Table 3.4c—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics—Continued

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
Dependent family income in 1994						
Less than $25,000	1.3	1.8	0.7	60.2	13.7	22.4
$25,000–44,999	0.7	1.1	1.1	62.3	14.1	20.8
$45,000–69,999	0.8	1.4	0.3	67.3	9.0	21.2
$70,000 or greater	0.4	0.9	0.8	69.5	8.0	20.5
Independent student income in 1994						
Less than $6,000	0.0	2.4	1.6	45.1	35.5	15.4
$6,000–14,999	1.2	6.8	3.0	43.8	32.3	12.9
$15,000–24,999	0.0	3.7	1.1	47.5	30.4	17.3
$25,000 or greater	1.6	2.8	5.6	42.7	42.3	5.0

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.4d—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by persistence risk factors when they first enrolled

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
			4-year institutions			
Total	0.7	1.5	0.9	63.5	12.9	20.4
Number of risk factors when first enrolled						
None	0.5	1.2	0.4	68.7	8.7	20.5
One	2.4	1.4	1.5	55.8	15.8	23.1
Two or three	0.9	3.3	3.3	39.2	30.8	22.6
Four or more	0.0	2.9	3.8	43.6	41.8	8.0
High school diploma or equivalency status						
High school diploma	0.8	1.4	0.8	64.0	12.7	20.4
GED/high school equivalent[2]	0.0	7.6	3.8	39.6	26.7	22.3
None[2]	—	—	—	—	—	—
Delayed postsecondary enrollment						
Did not delay	0.2	1.2	0.4	67.1	10.0	21.1
Delayed[2]	3.2	2.9	2.8	48.5	25.3	17.4
Attendance status when first enrolled						
Full time	0.8	1.5	0.6	65.3	11.5	20.3
Part time[2]	0.6	1.4	3.2	47.4	25.7	21.8
Dependency status when first enrolled						
Dependent	0.8	1.3	0.7	65.4	10.8	21.2
Independent[2]	0.7	3.8	3.0	45.0	35.1	12.4
Number of children when first enrolled						
None	0.8	1.4	0.8	64.7	11.5	20.8
One or more[2]	0.0	1.8	3.1	43.7	41.9	9.5
Single parent status when first enrolled						
Not a single parent	0.8	1.4	0.8	64.3	12.1	20.6
Single parent	0.0	2.9	4.0	44.6	37.4	11.0
Worked while enrolled 1995–96						
Did not work	0.6	1.8	0.9	68.0	9.4	19.4
Worked part time	1.0	1.7	0.8	63.5	11.6	21.5
Worked full time[2]	0.9	1.5	2.3	47.9	29.7	17.7

—Too few cases for a reliable estimate.

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.5a—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type, first degree program, and academic preparation

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Public 4-year institutions			
Total	0.8	1.3	0.7	64.5	13.2	19.6
Highest offering of first institution						
Doctorate-granting	0.8	0.5	0.6	69.6	11.2	17.3
Non-doctorate-granting	0.7	2.5	0.8	55.1	17.0	23.9
Degree program at first institution						
Certificate	0.0	9.3	4.7	40.9	28.1	17.0
Associate's degree	0.0	12.9	5.5	32.6	33.3	15.7
Bachelor's degree	0.8	0.4	0.3	66.8	11.8	19.8
Degree goal at first institution						
None	0.0	0.0	0.1	26.5	21.5	51.9
Certificate	0.0	11.3	7.0	32.5	36.2	13.0
Associate's degree	0.0	16.0	7.9	36.0	31.9	8.1
Bachelor's degree	1.0	0.9	0.5	67.2	11.4	19.1
First sub-baccalaureate degree attained						
None	†	†	†	66.8	13.8	19.4
Certificate	1.4	5.6	46.0	4.4	†	42.7
Associate's degree	7.1	66.1	†	12.7	†	14.1
Met high math/science curriculum						
Did not meet threshold	0.4	0.8	0.6	63.0	12.7	22.4
Met curriculum threshold	0.8	0.8	0.4	74.3	6.7	17.0
Number of Advanced Placement tests taken						
None	0.6	1.2	1.0	58.8	15.1	23.3
One	1.1	0.5	0.2	75.9	6.5	15.8
More than one	1.9	0.6	0.4	78.9	6.8	11.5
Grade-point average in high school						
B or less	0.3	1.1	1.2	48.7	21.1	27.8
B+ to A-	0.6	0.7	0.5	66.3	10.3	21.6
Mostly As	0.6	0.7	0.1	79.8	4.3	14.5
Derived SAT combined score						
Low quartile (400–700)	0.4	1.2	1.2	49.1	19.8	28.3
Middle quartiles (710–1020)	0.4	0.7	0.6	64.3	11.9	22.2
High quartile (1030–1600)	1.0	0.8	0.3	76.9	8.7	12.3

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 3.5b—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
	Public 4-year institutions					
Total	0.8	1.3	0.7	64.5	13.2	19.6
Number of months enrolled through 1998						
Less than 12 months	0.0	0.9	0.5	16.2	72.7	9.8
12–24 months	2.0	2.9	2.0	31.0	28.5	33.7
25 months or more	0.6	0.9	0.5	78.7	1.6	17.8
Intensity pattern through 1998						
Always full-time	0.7	1.4	0.3	68.1	12.5	17.0
Mixed	1.0	0.8	2.0	56.3	10.1	29.7
Always part-time	0.0	0.4	1.2	39.6	46.8	12.1
Academic year of last enrollment						
1995–96	0.0	1.2	0.6	2.0	95.7	0.6
1996–97	3.7	5.1	3.4	19.7	49.0	19.0
1997–98	0.5	0.8	0.4	74.8	2.2	21.3
Transfer status through 1998						
Did not transfer	0.9	1.4	0.9	80.2	16.6	†
Transferred	0.2	0.7	0.0	3.2	0.0	95.9
First transfer direction						
Did not transfer	0.9	1.4	0.9	80.2	16.6	†
Downward transfer	0.0	0.2	0.1	4.4	0.0	95.4
Upward or lateral transfer	0.3	1.2	0.0	2.1	0.0	96.4
Enrollment continuity through 1998						
Continuously enrolled	0.9	1.4	0.8	66.1	15.3	15.5
Not continuously enrolled	0.1	0.2	0.0	54.3	0.0	45.5

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.5c—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Public 4-year institutions			
Total	0.8	1.3	0.7	64.5	13.2	19.6
Gender						
Male	1.2	1.0	1.1	63.3	15.0	18.4
Female	0.4	1.4	0.4	65.3	11.9	20.7
Age when first enrolled						
18 years or younger	0.3	1.0	0.5	66.8	10.7	20.7
19 years	2.0	1.6	0.5	62.9	14.1	18.9
20–23 years	5.7	2.7	3.5	43.6	29.6	14.9
24–29 years	0.0	0.7	0.0	50.7	33.2	15.4
30 or older	0.0	4.4	1.5	57.3	34.9	1.9
Race/ethnicity						
White, non-Hispanic	0.6	1.2	0.7	65.3	13.8	18.5
Black, non-Hispanic	0.0	0.5	0.5	58.0	18.3	22.7
Hispanic	3.0	1.4	0.2	60.5	9.6	25.3
Asian/Pacific Islander	0.5	0.4	0.3	73.9	7.4	17.6
American Indian/Alaskan Native	—	—	—	—	—	—
Marital status and children when first enrolled						
Single, no children (dependent)	0.8	1.1	0.7	65.6	11.5	20.3
Single, no children (independent)	0.0	1.0	0.5	66.4	18.9	13.3
Single with children	0.0	0.6	1.1	53.4	32.1	12.8
Married	0.0	3.6	0.7	50.1	38.4	7.2
Parental education						
High school diploma or less	1.0	1.8	1.0	57.5	18.6	20.2
Some postsecondary	1.0	2.2	1.1	55.5	17.5	22.7
Bachelor's degree	0.5	0.9	0.6	67.0	10.0	21.1
Advanced degree	0.5	0.5	0.3	77.1	5.7	15.9
Student/employee role 1995–96						
Did not work while enrolled	0.7	1.5	0.6	68.8	8.9	19.6
Student working to meet expenses	1.2	1.4	0.9	61.2	13.5	21.8
Employee who is enrolled	0.0	1.6	1.8	50.3	32.0	14.3
Dependent family income in 1994						
Less than $25,000	1.7	1.7	1.1	61.3	13.9	20.3
$25,000–44,999	1.0	0.8	0.8	62.7	14.4	20.4
$45,000–69,999	0.6	1.2	0.4	66.1	9.8	21.9
$70,000 or greater	0.2	0.6	0.7	70.4	9.3	18.8
Independent student income in 1994						
Less than $6,000	0.0	0.7	0.8	49.4	35.3	13.9
$6,000–14,999	0.0	1.6	1.1	52.2	29.0	16.0
$15,000–24,999	0.0	2.3	0.0	56.1	23.8	17.8
$25,000 or greater	0.0	3.4	0.9	52.9	40.1	2.8

—Too few cases for a reliable estimate.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.5d—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by persistence risk factors when they first enrolled

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
			Public 4-year institutions			
Total	0.8	1.3	0.7	64.5	13.2	19.6
Number of risk factors when first enrolled						
None	0.4	1.1	0.3	69.3	9.1	19.8
One	3.0	0.9	1.5	57.6	16.9	20.2
Two or three	0.0	1.6	3.3	39.1	30.6	25.4
Four or more	0.0	2.4	1.1	53.2	36.6	6.8
High school diploma or equivalency status						
High school diploma	0.8	1.1	0.7	64.9	13.1	19.4
GED/high school equivalent[2]	0.0	9.8	2.9	36.2	24.7	26.4
None[2]	—	—	—	—	—	—
Delayed postsecondary enrollment						
Did not delay	0.2	1.0	0.5	67.1	10.6	20.6
Delayed[2]	3.2	2.2	1.5	54.2	24.3	14.6
Attendance status when first enrolled						
Full-time	0.8	1.3	0.4	66.2	12.1	19.3
Part-time[2]	0.8	1.3	3.0	50.9	22.0	22.0
Dependency status when first enrolled						
Dependent	0.8	1.1	0.7	65.6	11.5	20.3
Independent[2]	0.0	2.1	0.8	53.0	32.3	11.9
Number of children when first enrolled						
None	0.8	1.1	0.7	65.4	12.0	20.0
One or more[2]	0.0	0.7	1.1	54.5	36.5	7.2
Single parent status when first enrolled						
Not a single parent	0.8	1.1	0.7	65.2	12.6	19.6
Single parent[2]	0.0	0.6	1.1	53.4	32.1	12.8
Worked while enrolled 1995–96						
Did not work	0.7	1.5	0.6	68.8	8.9	19.6
Worked part time	1.2	1.3	0.8	61.9	13.0	21.8
Worked full time[2]	0.0	1.3	1.5	51.9	29.2	16.1

—Too few cases for a reliable estimate.

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.6a—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by first institution type, first degree program, and academic preparation

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Private not-for-profit 4-year institutions			
Total	0.6	1.7	1.1	62.9	12.0	21.7
Highest offering of first institution						
Doctorate-granting	1.1	1.2	1.0	68.0	8.4	20.3
Non-doctorate-granting	0.4	2.0	1.1	60.2	13.9	22.5
Degree program at first institution						
Certificate	0.0	7.6	12.4	45.1	18.1	16.8
Associate's degree	0.0	15.7	2.0	19.9	45.3	17.1
Bachelor's degree	0.7	0.9	0.8	65.5	10.1	22.1
Degree goal at first institution						
None	0.0	0.0	0.0	10.9	28.1	61.0
Certificate	—	—	—	—	—	—
Associate's degree	0.0	16.6	1.4	29.7	34.0	18.4
Bachelor's degree	0.8	1.6	1.0	69.7	9.2	17.7
First sub-baccalaureate degree attained						
None	†	†	†	65.7	12.5	21.8
Certificate	11.5	2.1	60.8	†	†	25.7
Associate's degree	†	82.5	†	2.5	†	15.1
Met high math/science curriculum						
Did not meet threshold	0.7	1.5	0.3	62.2	9.8	25.5
Met curriculum threshold	0.4	1.0	0.9	73.1	7.1	17.7
Number of Advanced Placement tests taken						
None	1.0	2.7	1.2	57.5	14.1	23.5
One	1.0	0.5	2.4	72.2	7.2	16.8
More than one	0.1	0.2	0.4	81.3	3.5	14.6
Grade-point average in high school						
B or less	0.9	2.9	0.2	47.3	15.8	32.9
B+ to A-	0.5	1.0	1.8	66.0	9.5	21.3
Mostly As	0.9	0.8	0.2	76.4	4.4	17.2
Derived SAT combined score						
Low quartile (400–700)	1.5	2.0	2.4	48.5	16.5	29.3
Middle quartiles (710–1020)	0.6	1.8	0.6	61.4	9.6	26.0
High quartile (1030–1600)	0.6	0.5	0.3	75.6	5.5	17.4

—Too few cases for a reliable estimate.

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.6b—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by attendance patterns

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
			Private not-for-profit 4-year institutions			
Total	0.6	1.7	1.1	62.9	12.0	21.7
Number of months enrolled through 1998						
Less than 12 months	0.0	0.5	3.4	7.9	79.2	9.1
12–24 months	1.3	4.3	1.9	26.7	28.0	37.8
25 months or more	0.6	1.4	0.6	75.9	1.6	20.0
Intensity pattern through 1998						
Always full-time	0.8	1.8	0.9	67.2	11.1	18.3
Mixed	0.2	1.2	0.4	53.1	8.2	36.8
Always part-time	0.0	4.1	9.2	15.9	58.9	11.9
Academic year of last enrollment						
1995–96	0.0	0.7	3.5	0.0	91.8	4.1
1996–97	2.5	3.5	4.0	6.1	49.9	34.0
1997–98	0.5	1.6	0.6	73.1	2.2	22.0
Transfer status through 1998						
Did not transfer	0.8	2.2	1.3	80.2	15.4	†
Transferred	0.0	0.0	0.1	3.5	0.0	96.5
First transfer direction						
Did not transfer	0.8	2.2	1.3	80.2	15.4	†
Downward transfer	0.0	0.0	0.0	5.7	0.0	94.3
Upward or lateral transfer	0.0	0.0	0.1	2.1	0.0	97.8
Enrollment continuity through 1998						
Continuously enrolled	0.7	1.9	1.2	65.1	13.3	17.8
Not continuously enrolled	0.0	0.0	0.2	43.2	0.0	56.7

*Postsecondary education.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.6c—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by demographic characteristics

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE*	No degree, transferred
	Private not-for-profit 4-year institutions					
Total	0.6	1.7	1.1	62.9	12.0	21.7
Gender						
Male	0.3	1.7	1.6	61.6	15.1	19.8
Female	0.9	1.7	0.6	64.0	9.5	23.3
Age when first enrolled						
18 years or younger	0.3	1.4	0.5	67.7	8.8	21.3
19 years	1.3	2.1	0.0	55.4	13.4	27.9
20–23 years	5.3	0.0	4.7	30.0	27.5	32.5
24–29 years	0.0	17.1	7.8	43.4	30.4	1.4
30 or older	0.0	1.9	8.0	23.6	56.6	9.8
Race/ethnicity						
White, non-Hispanic	0.8	2.0	0.6	64.3	10.7	21.5
Black, non-Hispanic	0.0	0.8	4.2	54.1	14.5	26.5
Hispanic	0.5	1.0	1.7	59.1	20.4	17.3
Asian/Pacific Islander	0.0	1.5	0.3	74.5	7.1	16.7
American Indian/Alaskan Native	—	—	—	—	—	—
Marital status and children when first enrolled						
Single, no children (dependent)	0.6	1.4	0.7	65.7	9.1	22.5
Single, no children (independent)	1.9	8.9	4.3	41.3	25.6	18.1
Single with children	0.0	8.0	7.7	33.4	41.1	9.8
Married	0.0	0.5	5.2	28.2	54.5	11.6
Parental education						
High school diploma or less	0.8	1.8	1.2	53.7	20.7	21.7
Some postsecondary	0.1	2.8	1.7	58.3	13.4	23.8
Bachelor's degree	0.7	1.7	0.6	66.8	7.6	22.6
Advanced degree	0.9	0.8	0.9	71.7	7.3	18.4
Student/employee role 1995–96						
Did not work while enrolled	0.5	2.1	1.7	66.6	10.4	18.6
Student working to meet expenses	1.1	1.8	0.4	66.3	9.2	21.3
Employee who is enrolled	0.0	2.2	4.7	39.6	34.8	18.7
Dependent family income in 1994						
Less than $25,000	0.5	1.4	0.1	60.5	12.1	25.5
$25,000–44,999	0.1	1.5	1.7	62.1	13.3	21.4
$45,000–69,999	1.2	1.9	0.0	69.6	7.5	19.9
$70,000 or greater	0.7	1.0	0.9	68.1	5.9	23.4
Independent student income in 1994						
Less than $6,000	0.0	1.2	1.1	41.5	37.7	18.5
$6,000–14,999	3.7	18.2	3.0	30.9	36.3	7.8
$15,000–24,999	—	—	—	—	—	—
$25,000 or greater	0.0	0.0	18.4	23.0	47.0	11.7

—Too few cases for a reliable estimate.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 3.6d—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to the highest degree attained and 3-year retention and transfer status at first institution attended, as of spring 1998, by retention risk factors when they first enrolled

	Attained at the first institution			Retention at the first institution		
	Bachelor's degree	Associate's degree	Certificate	No degree, still enrolled	No degree, left PSE[1]	No degree, transferred
	Private not-for-profit 4-year institutions					
Total	0.6	1.7	1.1	62.9	12.0	21.7
Number of risk factors when first enrolled						
None	0.6	1.3	0.6	68.0	8.0	21.6
One	1.1	2.1	1.6	53.7	12.9	28.6
Two or three	1.0	4.6	2.0	41.1	32.4	18.9
Four or more	0.0	4.4	8.5	28.7	49.6	8.9
High school diploma or equivalency status						
High school diploma	0.7	1.7	1.0	63.3	11.5	21.9
GED/high school equivalent[2]	0.0	2.1	3.6	50.3	28.0	16.0
None[2]	—	—	—	—	—	—
Delayed postsecondary enrollment						
Did not delay	0.2	1.3	0.3	67.8	8.8	21.5
Delayed[2]	2.7	3.7	4.7	39.5	26.5	23.0
Attendance status when first enrolled						
Full-time	0.7	1.7	0.8	64.9	10.1	21.8
Part-time[2]	0.0	1.8	3.9	40.1	33.8	20.5
Dependency status when first enrolled						
Dependent	0.6	1.4	0.7	65.7	9.1	22.5
Independent[2]	0.8	5.5	5.4	34.6	40.0	13.8
Number of children when first enrolled						
None	0.7	1.6	0.9	64.6	10.2	22.0
One or more[2]	0.0	4.4	6.4	22.9	50.2	16.1
Single parent status when first enrolled						
Not a single parent	0.7	1.6	0.9	63.8	11.0	22.0
Single parent[2]	0.0	8.0	7.7	33.4	41.1	9.8
Worked while enrolled 1995–96						
Did not work	0.5	2.1	1.7	66.6	10.4	18.6
Worked part time	0.8	2.0	0.6	67.0	8.9	20.8
Worked full time[2]	1.7	1.0	3.1	43.2	30.0	21.0

—Too few cases for a reliable estimate.

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 4.0a—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type and first degree program

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
Total	17.1	10.0	5.2	51.9	15.9
Type of first institution					
4-year					
Public	7.3	7.5	4.1	77.3	3.9
Private, not-for-profit	6.4	6.8	4.0	78.5	4.3
Private, for-profit	17.4	14.0	2.2	41.3	25.2
2-year					
Public	23.9	13.0	6.8	41.2	15.2
Private, not-for-profit	15.3	12.7	6.8	21.2	44.1
Private, for-profit	23.5	8.8	4.1	14.6	49.1
Less-than-2-year					
Public	29.0	11.1	2.8	7.0	50.1
Private, for-profit	25.4	5.6	2.9	5.7	60.3
Level of first institution					
4-year	7.1	7.3	4.0	77.3	4.3
2-year	23.7	12.7	6.6	38.9	18.1
Less-than-2-year	26.3	6.8	2.9	6.1	57.9
Control of first institution					
Public	18.1	11.0	5.7	53.2	12.0
Private, not-for-profit	7.2	7.2	4.1	74.8	6.7
Private, for-profit	24.4	7.0	3.3	10.1	55.1
Degree program at first institution					
Certificate	27.3	8.6	5.5	13.8	44.9
Associate's degree	22.5	13.5	6.2	43.4	14.4
Bachelor's degree	5.9	6.6	4.0	80.5	3.0
Degree goal at first institution					
None	39.9	12.5	5.7	29.9	11.9
Certificate	26.7	7.4	2.3	9.9	53.7
Associate's degree	17.9	15.4	7.9	38.1	20.7
Bachelor's degree or transfer to 4-year	7.8	7.4	4.2	75.7	4.9
First sub-baccalaureate degree attained					
None	20.3	11.8	6.2	61.6	†
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.0b—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
Total	17.1	10.0	5.2	51.9	15.9
Number of months enrolled through 1998					
Less than 12 months	63.6	11.1	1.9	4.0	19.5
12–24 months	0.5	29.1	13.4	32.4	24.6
25 months or more	†	†	3.0	87.3	9.7
Intensity pattern through 1998					
Always full-time	13.7	8.3	3.3	56.4	18.4
Mixed	7.3	11.3	8.1	59.7	13.6
Always part-time	49.6	13.7	6.6	19.1	11.0
Academic year of last enrollment					
1995–96	84.5	†	†	†	15.5
1996–97	†	63.7	†	†	36.4
1997–98	†	†	8.1	80.9	11.0
Transfer status through 1998					
Did not transfer	21.5	10.7	4.9	47.7	15.2
Transferred	1.2	7.3	6.3	66.9	18.3
First transfer direction					
Did not transfer	21.5	10.7	4.9	47.7	15.2
Downward transfer	0.5	13.8	10.2	60.0	15.6
Upward or lateral transfer	1.4	5.6	5.2	68.8	19.0
Enrollment continuity through 1998					
Continuously enrolled	20.4	9.7	3.4	49.9	16.7
Not continuously enrolled	0.1	11.4	14.8	61.9	11.8

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.0c—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
Total	17.1	10.0	5.2	51.9	15.9
Gender					
Male	18.0	9.6	4.7	53.6	14.1
Female	16.5	10.3	5.6	50.4	17.2
Age when first enrolled					
18 years or younger	10.0	8.6	4.9	66.0	10.5
19 years	18.3	9.4	4.2	54.4	13.7
20–23 years	22.8	11.8	11.0	30.1	24.4
24–29 years	32.4	12.6	2.2	20.1	32.8
30 or older	36.4	13.5	4.9	19.0	26.2
Race/ethnicity					
White, non-Hispanic	16.9	10.0	4.6	52.9	15.6
Black, non-Hispanic	23.3	10.7	6.7	39.8	19.6
Hispanic	16.2	8.8	6.5	51.1	17.3
Asian/Pacific Islander	10.4	12.3	5.4	63.6	8.4
American Indian/Alaskan Native	21.2	4.4	17.6	48.9	8.0
Marital status and children when first enrolled					
Single, no children (dependent)	11.4	8.8	4.7	63.4	11.7
Single, no children (independent)	30.2	15.6	5.0	25.6	23.6
Single with children	27.1	8.2	11.4	22.6	30.7
Married	35.5	14.9	4.0	18.5	27.1
Parental education					
High school diploma or less	20.7	12.4	6.0	39.8	21.2
Some postsecondary	19.0	10.1	5.8	50.5	14.7
Bachelor's degree	11.1	7.8	5.6	63.3	12.2
Advanced degree	7.5	6.8	2.7	78.3	4.7
Student/employee role 1995–96					
Did not work while enrolled	13.5	9.3	3.9	54.7	18.6
Student working to meet expenses	11.4	11.0	5.0	58.9	13.7
Employee who is enrolled	34.9	10.3	8.7	26.4	19.8
Dependent family income in 1994					
Less than $25,000	15.1	9.9	4.8	54.6	15.6
$25,000–44,999	10.7	9.9	6.4	60.5	12.6
$45,000–69,999	14.1	8.8	4.2	62.4	10.4
$70,000 or greater	5.4	6.6	3.4	76.8	7.9
Independent student income in 1994					
Less than $6,000	32.1	10.5	8.4	22.8	26.2
$6,000–14,999	34.0	9.3	4.5	23.6	28.7
$15,000–24,999	27.5	11.7	7.9	19.9	33.1
$25,000 or greater	38.4	15.3	6.1	20.0	20.2

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.0d—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
Total	17.1	10.0	5.2	51.9	15.9
Number of risk factors when first enrolled					
None	6.2	6.0	4.2	72.8	10.8
One	17.1	10.9	4.2	53.6	14.2
Two or three	27.8	13.6	7.4	29.5	21.7
Four or more	33.4	13.5	7.2	20.7	25.3
High school diploma or equivalency status					
High school diploma	16.2	9.8	5.0	54.8	14.3
GED/high school equivalent*	22.2	11.2	8.2	28.7	29.7
None*	36.8	13.6	4.5	14.6	30.5
Delayed postsecondary enrollment					
Did not delay	9.9	8.4	4.8	66.4	10.5
Delayed*	28.1	12.4	5.9	29.7	24.0
Attendance status when first enrolled					
Full-time	12.3	9.2	5.0	56.6	16.9
Part-time*	29.7	11.6	5.7	39.7	13.3
Dependency status when first enrolled					
Dependent	11.4	8.8	4.7	63.4	11.7
Independent*	32.2	12.2	7.0	20.8	27.8
Number of children when first enrolled					
None	14.2	9.5	4.7	58.0	13.6
One or more*	30.7	12.1	8.3	20.6	28.3
Single parent status when first enrolled					
Not a single parent	15.7	10.1	4.7	55.2	14.4
Single parent*	27.1	8.2	11.4	22.6	30.7
Worked while enrolled 1995–96					
Did not work	13.5	9.3	3.9	54.7	18.6
Worked part time	12.0	8.4	5.0	58.8	15.8
Worked full time*	30.5	14.7	7.6	30.7	16.5

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.1a—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type and first degree program

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in less-than-4-year institutions				
Total	24.1	11.8	6.0	34.1	24.0
Type of first institution					
2-year					
Public	23.9	13.0	6.8	41.2	15.2
Private, not-for-profit	15.3	12.7	6.8	21.2	44.1
Private, for-profit	23.5	8.8	4.1	14.6	49.1
Less-than-2-year					
Public	29.0	11.1	2.8	7.0	50.1
Private, for-profit	25.4	5.6	2.9	5.7	60.3
Level of first institution					
2-year	23.7	12.7	6.6	38.9	18.1
Less-than-2-year	26.3	6.8	2.9	6.1	57.9
Control of first institution					
Public	24.1	12.9	6.6	40.0	16.4
Private, not-for-profit	18.5	13.0	6.0	20.1	42.3
Private, for-profit	24.7	6.7	3.3	8.8	56.4
Degree program at first institution					
Certificate	27.9	8.5	5.5	12.0	46.1
Associate's degree	22.4	13.3	6.3	44.0	14.1
Degree goal at first institution					
None	42.5	11.9	5.1	26.6	14.0
Certificate	27.3	6.9	4.8	8.2	52.8
Associate's degree	19.3	15.3	7.9	37.1	20.5
Bachelor's degree or transfer to 4-year	16.5	9.9	5.4	60.2	8.1
First sub-baccalaureate degree attained					
None	31.7	15.5	7.9	44.8	†
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0
Transfer or degree expectation					
No degree, no transfer	48.0	10.8	5.0	23.5	12.7
Degree, no transfer	24.0	12.7	6.0	21.3	36.1
Degree, transfer	16.5	12.0	6.9	46.6	18.0
No degree, transfer	18.1	9.4	7.1	56.7	8.8
Program/field at first institution					
Vocational certificate	27.9	8.5	5.5	12.0	46.1
Associate's applied fields	22.0	14.1	6.2	38.2	19.5
Associate's liberal arts/uncertain	22.9	12.5	6.3	49.7	8.7
Purpose for enrolling					
Job skills	32.2	10.3	4.9	15.4	37.2
Degree or certificate	17.6	21.7	5.5	31.6	23.7
Transfer to 4-year	12.4	8.9	7.9	56.1	14.7
Other	33.7	13.1	6.6	26.1	20.6

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.1b—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in less-than-4-year institutions				
Total	24.1	11.8	6.0	34.1	24.0
Number of months enrolled through 1998					
Less than 12 months	62.0	10.4	1.6	3.8	22.3
12–24 months	0.7	26.3	13.8	29.7	29.6
25 months or more	†	†	4.2	75.1	20.7
Intensity pattern through 1998					
Always full-time	23.0	10.4	3.3	26.7	36.6
Mixed	9.0	12.3	8.9	52.6	17.2
Always part-time	49.9	13.8	6.5	18.5	11.5
Academic year of last enrollment					
1995–96	82.3	†	†	†	17.7
1996–97	†	57.6	†	†	42.4
1997–98	†	†	12.0	67.9	20.1
Transfer status through 1998					
Did not transfer	30.5	13.4	6.1	26.9	23.1
Transferred	1.7	6.3	5.7	59.4	26.9
First transfer direction					
Did not transfer	30.5	13.4	6.1	26.9	23.1
Downward transfer	1.3	12.7	12.6	29.2	44.2
Upward or lateral transfer	1.7	5.9	5.2	61.5	25.7
Enrollment continuity through 1998					
Continuously enrolled	29.7	12.0	3.5	28.9	26.0
Not continuously enrolled	0.1	11.0	17.0	56.4	15.4

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.1c—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in less-than-4-year institutions				
Total	24.1	11.8	6.0	34.1	24.0
Gender					
Male	24.4	10.8	5.6	38.4	20.8
Female	23.9	12.7	6.4	30.6	26.4
Age when first enrolled					
18 years or younger	16.8	11.6	6.1	45.3	20.3
19 years	23.4	9.9	4.2	44.9	17.7
20–23 years	24.4	10.6	12.4	25.5	27.2
24–29 years	33.8	12.7	1.8	16.7	35.0
30 or older	36.2	13.9	5.1	16.4	28.3
Race/ethnicity					
White, non-Hispanic	24.0	12.0	5.2	34.6	24.3
Black, non-Hispanic	31.9	9.9	7.1	23.6	27.5
Hispanic	19.9	10.5	8.4	38.4	22.9
Asian/Pacific Islander	19.4	23.8	3.5	37.9	15.3
American Indian/Alaskan Native	28.9	3.8	23.5	34.7	9.1
Marital status and children when first enrolled					
Single, no children (dependent)	18.0	11.2	5.5	45.0	20.3
Single, no children (independent)	34.3	16.7	5.5	16.7	26.9
Single with children	27.8	7.4	11.8	20.4	32.7
Married	35.1	15.5	3.9	15.7	29.9
Parental education					
High school diploma or less	24.8	12.6	6.4	28.8	27.4
Some postsecondary	25.0	10.2	6.5	38.2	20.1
Bachelor's degree	17.9	10.4	7.0	43.4	21.3
Advanced degree	19.6	17.5	2.5	49.1	11.4
Student/employee role 1995–96					
Did not work while enrolled	23.1	12.9	4.5	26.3	33.3
Student working to meet expenses	16.2	13.3	5.9	43.6	21.0
Employee who is enrolled	36.7	10.3	8.7	22.1	22.2
Dependent family income in 1994					
Less than $25,000	20.3	11.1	5.1	40.6	23.0
$25,000–44,999	13.6	11.7	7.4	47.5	19.7
$45,000–69,999	25.8	10.4	6.2	39.2	18.4
$70,000 or greater	9.4	11.7	2.4	57.9	18.6
Independent student income in 1994					
Less than $6,000	34.1	9.2	8.7	18.6	29.4
$6,000–14,999	35.8	8.9	4.3	20.1	30.8
$15,000–24,999	28.1	12.0	7.9	16.0	36.0
$25,000 or greater	38.1	16.2	6.9	17.2	21.6

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.1d—Percentage distribution of 1995–96 beginning postsecondary students in less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in less-than-4-year institutions				
Total	24.1	11.8	6.0	34.1	24.0
Number of risk factors when first enrolled					
None	11.4	7.3	5.3	47.6	28.5
One	20.5	11.3	3.9	47.0	17.4
Two or three	28.8	13.9	8.0	25.6	23.7
Four or more	33.9	13.0	7.2	18.6	27.3
High school diploma or equivalency status					
High school diploma	23.5	11.9	5.8	36.3	22.4
GED/high school equivalent*	23.5	10.4	8.3	25.8	32.0
None*	37.4	13.8	4.7	12.5	31.6
Delayed postsecondary enrollment					
Did not delay	16.2	10.9	5.8	47.5	19.6
Delayed*	31.0	12.5	6.3	22.6	27.6
Attendance status when first enrolled					
Full-time	19.4	11.8	6.1	32.4	30.5
Part-time*	31.4	11.6	5.9	36.8	14.4
Dependency status when first enrolled					
Dependent	18.0	11.2	5.5	45.0	20.3
Independent*	33.3	12.1	7.3	16.9	30.5
Number of children when first enrolled					
None	21.5	12.0	5.5	38.9	22.2
One or more*	31.1	11.6	8.4	18.3	30.7
Single parent status when first enrolled					
Not a single parent	23.1	12.7	5.2	36.2	22.8
Single parent*	27.8	7.4	11.8	20.4	32.7
Worked while enrolled 1995–96					
Did not work	23.1	12.9	4.5	26.3	33.3
Worked part time	17.1	9.4	5.7	42.8	25.0
Worked full time*	33.2	14.9	8.1	25.0	18.9

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.2a—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type and first degree program

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public less-than-4-year institutions				
Total	24.1	12.9	6.6	40.0	16.4
Level of first institution					
2-year	23.9	13.0	6.8	41.2	15.2
Less-than-2-year	29.0	11.1	2.8	7.0	50.1
Degree program at first institution					
Certificate	30.0	10.8	7.9	17.3	34.1
Associate's degree	22.6	13.5	6.3	45.8	11.9
Degree goal at first institution					
None	44.9	10.6	5.7	30.8	8.0
Certificate	30.0	9.0	6.7	11.1	43.2
Associate's degree	19.6	16.1	8.0	39.5	16.9
Bachelor's degree or transfer to 4-year	16.6	9.7	5.5	60.9	7.3
First sub-baccalaureate degree attained					
None	28.8	15.5	7.9	47.8	†
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0
Transfer or degree expectation					
No degree, no transfer	52.1	9.8	5.8	27.3	5.2
Degree, no transfer	24.2	15.7	6.9	27.5	25.7
Degree, transfer	16.5	12.2	7.0	47.4	16.9
No degree, transfer	18.2	9.0	7.3	57.5	8.0
Program/field at first institution					
Vocational certificate	30.0	10.8	7.9	17.3	34.1
Associate's applied fields	22.2	14.7	6.3	41.1	15.8
Associate's liberal arts/uncertain	22.9	12.4	6.3	49.8	8.6
Purpose for enrolling					
Job skills	38.1	11.8	6.4	20.8	22.9
Degree or certificate	16.2	24.6	5.5	36.1	17.7
Transfer to 4-year	12.4	8.9	8.0	56.6	14.1
Other	34.6	13.7	7.3	28.8	15.6

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.2b—**Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns**

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public less-than-4-year institutions				
Total	24.1	12.9	6.6	40.0	16.4
Number of months enrolled through 1998					
Less than 12 months	69.0	11.7	2.1	4.1	13.1
12–24 months	0.7	31.1	15.4	34.9	17.9
25 months or more	0.0	0.0	4.1	77.5	18.4
Intensity pattern through 1998					
Always full-time	20.6	12.5	3.3	36.7	26.9
Mixed	9.5	12.6	9.3	55.7	12.9
Always part-time	51.4	13.9	6.7	19.7	8.3
Academic year of last enrollment					
1995–96	88.0	†	†	†	12.0
1996–97	†	74.8	†	†	25.2
1997–98	†	†	12.0	72.2	15.8
Transfer status through 1998					
Did not transfer	31.3	15.0	6.8	32.7	14.2
Transferred	1.9	6.4	6.0	62.5	23.2
First transfer direction					
Did not transfer	31.3	15.0	6.8	32.7	14.2
Downward transfer	—	—	—	—	—
Upward or lateral transfer	1.9	5.9	5.4	64.9	22.0
Enrollment continuity through 1998					
Continuously enrolled	30.0	13.2	3.8	35.0	18.0
Not continuously enrolled	0.0	11.7	17.9	60.4	10.0

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.2c—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public less-than-4-year institutions				
Total	24.1	12.9	6.6	40.0	16.4
Gender					
Male	23.9	11.3	6.2	43.2	15.5
Female	24.3	14.5	7.0	37.0	17.3
Age when first enrolled					
18 years or younger	15.8	12.2	6.4	48.6	17.0
19 years	24.5	10.1	4.6	51.6	9.2
20–23 years	25.6	12.8	15.5	33.7	12.4
24–29 years	36.5	13.9	1.2	20.8	27.6
30 or older	39.0	16.4	6.6	21.4	16.7
Race/ethnicity					
White, non-Hispanic	24.0	12.8	5.7	39.2	18.2
Black, non-Hispanic	33.2	10.9	8.1	28.8	19.0
Hispanic	19.6	12.0	10.5	48.7	9.3
Asian/Pacific Islander	16.7	28.0	3.9	47.1	4.4
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	17.9	11.7	6.0	49.2	15.2
Single, no children (independent)	41.2	20.2	6.5	20.2	11.9
Single with children	27.3	7.8	14.2	29.3	21.3
Married	34.8	18.2	4.7	18.9	23.5
Parental education					
High school diploma or less	25.3	14.2	7.4	35.1	18.0
Some postsecondary	26.0	11.1	6.0	43.4	13.4
Bachelor's degree	16.7	10.9	7.8	46.9	17.7
Advanced degree	20.1	18.1	2.2	51.5	8.1
Student/employee role 1995–96					
Did not work while enrolled	23.2	14.2	5.2	36.5	20.9
Student working to meet expenses	16.0	14.5	6.4	48.1	15.0
Employee who is enrolled	37.3	10.9	9.4	24.2	18.1
Dependent family income in 1994					
Less than $25,000	20.0	12.0	5.4	46.4	16.2
$25,000–44,999	13.4	12.4	8.3	52.5	13.4
$45,000–69,999	26.4	10.4	6.4	41.0	15.9
$70,000 or greater	9.2	12.1	2.6	60.8	15.3
Independent student income in 1994					
Less than $6,000	37.2	11.4	9.3	27.6	14.5
$6,000–14,999	40.9	9.2	4.8	25.8	19.3
$15,000–24,999	28.8	12.2	9.2	18.2	31.6
$25,000 or greater	39.7	20.0	8.5	21.6	10.3

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.2d—Percentage distribution of 1995–96 beginning postsecondary students in public less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public less-than-4-year institutions				
Total	24.1	12.9	6.6	40.0	16.4
Number of risk factors when first enrolled					
None	10.6	7.2	5.5	52.1	24.7
One	20.0	12.4	4.2	53.9	9.5
Two or three	29.6	15.9	9.7	30.5	14.3
Four or more	35.8	14.6	7.6	23.1	19.0
High school diploma or equivalency status					
High school diploma	23.8	12.8	6.4	41.4	15.6
GED/high school equivalent*	22.7	11.9	8.9	33.8	22.7
None*	34.6	18.3	6.6	19.7	20.8
Delayed postsecondary enrollment					
Did not delay	15.8	11.3	6.0	51.3	15.6
Delayed*	33.1	14.5	7.3	28.2	17.0
Attendance status when first enrolled					
Full-time	17.3	13.8	7.0	41.0	20.9
Part-time*	32.1	11.7	6.0	38.9	11.3
Dependency status when first enrolled					
Dependent	17.9	11.7	6.0	49.2	15.2
Independent*	35.4	14.2	8.5	21.6	20.3
Number of children when first enrolled					
None	21.6	12.9	6.0	43.9	15.6
One or more*	31.4	13.5	9.7	24.3	21.1
Single parent status when first enrolled					
Not a single parent	23.1	13.7	5.8	41.3	16.2
Single parent*	27.3	7.8	14.2	29.3	21.3
Worked while enrolled 1995–96					
Did not work	23.2	14.2	5.2	36.5	20.9
Worked part time	16.6	10.2	6.1	48.0	19.1
Worked full time*	34.0	15.9	8.9	27.1	14.2

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.3a—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type and first degree program

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, for-profit less-than-4-year institutions				
Total	24.7	6.7	3.3	8.8	56.4
Level of first institution					
2-year	23.5	8.8	4.1	14.6	49.1
Less-than-2-year	25.4	5.6	2.9	5.7	60.3
Degree program at first institution					
Certificate	25.5	5.8	2.6	5.9	60.3
Associate's degree	21.9	10.5	6.0	20.1	41.6
Degree goal at first institution					
None	33.6	16.3	3.0	10.1	37.0
Certificate	24.6	4.4	2.7	4.8	63.5
Associate's degree	18.3	6.8	7.1	16.7	51.2
Bachelor's degree or transfer to 4-year	—	—	—	—	—
First sub-baccalaureate degree attained					
None	56.8	15.4	7.7	20.2	†
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0
Transfer or degree expectation					
No degree, no transfer	33.6	13.0	2.5	9.6	41.4
Degree, no transfer	23.9	5.8	3.8	7.0	59.6
Degree, transfer	—	—	—	—	—
No degree, transfer	—	—	—	—	—
Program/field at first institution					
Vocational certificate	25.5	5.8	2.6	5.9	60.3
Associate's applied fields	21.9	10.5	6.0	20.1	41.6
Associate's liberal arts/uncertain	—	—	—	—	—
Purpose for enrolling					
Job skills	22.8	7.5	2.4	6.5	60.8
Degree or certificate	26.0	6.1	5.6	5.6	56.7
Transfer to 4-year	—	—	—	—	—
Other	32.0	9.0	1.5	10.0	47.4

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.3b—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, for-profit less-than-4-year institutions				
Total	24.7	6.7	3.3	8.8	56.4
Number of months enrolled through 1998					
Less than 12 months	43.0	6.1	0.3	2.6	48.1
12–24 months	0.5	9.3	8.3	11.1	70.8
25 months or more	†	†	4.2	41.0	54.8
Intensity pattern through 1998					
Always full-time	28.1	6.1	3.2	7.9	54.8
Mixed	3.4	8.0	4.2	16.7	67.7
Always part-time	30.3	10.1	3.3	3.5	52.7
Academic year of last enrollment					
1995–96	63.8	†	†	†	36.2
1996–97	†	19.6	†	†	80.4
1997–98	†	†	12.4	32.7	55.0
Transfer status through 1998					
Did not transfer	27.8	6.9	3.3	5.9	56.2
Transferred	0.0	5.4	3.5	32.6	58.5
First transfer direction					
Did not transfer	27.8	6.9	3.3	5.9	56.2
Downward transfer	—	—	—	—	—
Upward or lateral transfer	0.0	5.9	3.8	33.2	57.1
Enrollment continuity through 1998					
Continuously enrolled	29.1	6.7	1.8	4.3	58.2
Not continuously enrolled	0.0	7.0	12.0	34.4	46.6

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 4.3c—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, for-profit less-than-4-year institutions				
Total	24.7	6.7	3.3	8.8	56.4
Gender					
Male	29.2	7.1	1.0	7.3	55.5
Female	23.1	6.6	4.5	9.6	56.2
Age when first enrolled					
18 years or younger	26.9	6.1	3.1	17.2	46.7
19 years	17.9	8.2	2.2	12.4	59.3
20–23 years	22.4	5.9	6.0	8.4	57.3
24–29 years	25.5	8.5	3.7	4.5	57.7
30 or older	28.4	6.2	1.3	2.1	62.0
Race/ethnicity					
White, non-Hispanic	24.2	6.8	1.9	8.2	59.0
Black, non-Hispanic	28.9	7.3	4.6	10.1	49.2
Hispanic	20.8	6.0	2.7	10.2	60.4
Asian/Pacific Islander	33.4	9.9	1.1	3.1	52.6
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	19.3	6.7	1.6	13.3	59.1
Single, no children (independent)	14.3	7.4	2.7	6.1	69.6
Single with children	28.7	6.4	7.4	4.2	53.3
Married	36.8	6.9	1.9	5.7	48.7
Parental education					
High school diploma or less	23.0	6.2	2.9	7.0	61.0
Some postsecondary	20.8	4.5	8.9	7.2	58.6
Bachelor's degree	28.4	7.6	0.6	16.4	47.1
Advanced degree	15.9	10.0	6.2	13.7	54.2
Student/employee role 1995–96					
Did not work while enrolled	23.7	9.6	2.7	5.9	58.1
Student working to meet expenses	18.0	4.1	2.2	13.5	62.2
Employee who is enrolled	33.2	7.0	4.3	7.8	47.7
Dependent family income in 1994					
Less than $25,000	22.1	6.1	2.7	14.6	54.6
$25,000–44,999	16.4	5.5	0.0	10.0	68.2
$45,000–69,999	18.1	11.5	2.0	10.8	57.7
$70,000 or greater	14.6	7.8	0.0	20.3	57.4
Independent student income in 1994					
Less than $6,000	28.3	5.8	8.1	4.1	53.7
$6,000–14,999	25.6	7.8	3.0	7.7	56.0
$15,000–24,999	26.1	10.8	2.2	4.2	56.8
$25,000 or greater	33.9	4.4	2.8	4.2	54.7

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.3d—Percentage distribution of 1995–96 beginning postsecondary students in private, for-profit less-than-4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, for-profit less-than-4-year institutions				
Total	24.7	6.7	3.3	8.8	56.4
Number of risk factors when first enrolled					
None	18.8	6.9	2.5	16.4	55.4
One	23.2	4.9	2.2	9.2	60.5
Two or three	25.9	6.8	1.8	7.9	57.6
Four or more	28.4	7.8	6.4	4.1	53.4
High school diploma or equivalency status					
High school diploma	22.7	6.8	2.7	10.5	57.3
GED/high school equivalent*	25.2	6.8	7.3	6.4	54.4
None*	41.7	6.9	1.6	1.3	48.6
Delayed postsecondary enrollment					
Did not delay	20.6	7.2	3.4	18.0	50.9
Delayed*	25.1	6.3	3.5	5.8	59.3
Attendance status when first enrolled					
Full-time	25.4	6.0	3.3	9.2	56.1
Part-time*	20.8	10.9	3.3	6.4	58.6
Dependency status when first enrolled					
Dependent	19.3	6.7	1.6	13.3	59.1
Independent*	28.5	6.9	4.6	5.2	54.8
Number of children when first enrolled					
None	21.2	6.8	1.9	10.7	59.5
One or more*	30.6	6.8	5.8	4.0	52.8
Single parent status when first enrolled					
Not a single parent	23.5	6.9	1.9	9.5	58.2
Single parent*	28.7	6.4	7.4	4.2	53.3
Worked while enrolled 1995–96					
Did not work	23.7	9.6	2.7	5.9	58.1
Worked part time	21.6	4.0	3.0	12.0	59.5
Worked full time*	27.0	8.1	2.8	10.2	52.0

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.4a—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type, first degree program, and academic preparation

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in 4-year institutions				
Total	7.1	7.3	4.0	77.3	4.3
Type of first institution					
4-year					
Public	7.3	7.5	4.1	77.3	3.9
Private, not-for-profit	6.4	6.8	4.0	78.5	4.3
Private, for-profit	17.4	14.0	2.2	41.3	25.2
Highest offering of first institution					
Doctorate-granting	5.7	6.4	3.3	81.2	3.4
Non-doctorate-granting	8.6	8.3	4.9	72.9	5.3
Control of first institution					
Public	7.3	7.5	4.1	77.3	3.9
Private, not-for-profit	6.4	6.8	4.0	78.5	4.3
Private, for-profit	17.4	14.0	2.2	41.3	25.2
Degree program at first institution					
Certificate	14.4	9.5	5.8	53.1	17.1
Associate's degree	24.4	18.2	4.5	31.8	21.1
Bachelor's degree	5.9	6.6	4.0	80.5	3.0
Degree goal at first institution					
None	23.8	13.4	7.3	50.1	5.5
Certificate	19.6	11.2	5.4	39.0	24.8
Associate's degree	20.7	14.7	3.9	38.1	22.6
Bachelor's degree	4.8	6.6	3.8	81.1	3.8
First sub-baccalaureate degree attained					
None	7.4	7.6	4.2	80.8	0.0
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0
Met high math/science curriculum					
Did not meet threshold	5.6	8.2	4.7	78.0	3.5
Met curriculum threshold	3.3	3.3	3.3	87.5	2.6
Number of Advanced Placement tests taken					
None	7.7	9.0	4.5	74.1	4.7
One	3.0	4.9	3.6	84.1	4.4
More than one	1.8	3.1	2.8	89.2	3.2
Grade point average in high school					
B or less	9.4	12.8	7.4	66.2	4.2
B+ to A-	4.7	6.5	5.1	80.4	3.3
Mostly As	2.0	2.7	1.6	91.1	2.6
Derived SAT combined score					
Low quartile (400–700)	11.4	11.2	5.0	66.2	6.1
Middle quartiles (710–1020)	4.8	8.1	5.1	78.8	3.2
High quartile (1030–1600)	4.1	3.0	2.4	88.2	2.4

†Not applicable

NOTE: Details may not sum to 100 due to rounding

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 4.4b—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in 4-year institutions				
Total	7.1	7.3	4.0	77.3	4.3
Number of months enrolled through 1998					
Less than 12 months	72.7	15.3	3.3	5.4	3.3
12–24 months	0.2	36.3	12.4	39.9	11.2
25 months or more	†	†	2.3	94.7	2.9
Intensity pattern through 1998					
Always full-time	6.3	6.6	3.2	79.8	4.0
Mixed	3.1	8.8	6.4	77.0	4.8
Always part-time	47.5	13.6	7.4	24.9	6.7
Academic year of last enrollment					
1995–96	97.4	†	†	†	2.6
1996–97	†	84.3	†	†	15.7
1997–98	†	†	4.8	92.0	3.3
Transfer status through 1998					
Did not transfer	8.8	6.9	3.2	77.0	4.0
Transferred	0.6	8.8	7.1	78.3	5.2
First transfer direction					
Did not transfer	8.8	6.9	3.2	77.0	4.0
Downward transfer	0.3	14.1	9.6	67.0	9.0
Upward or lateral transfer	0.8	4.7	5.1	87.1	2.3
Enrollment continuity through 1998					
Continuously enrolled	8.1	6.6	3.2	77.8	4.3
Not continuously enrolled	0.0	12.3	9.9	74.0	3.8

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.4c—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in 4-year institutions				
Total	7.1	7.3	4.0	77.3	4.3
Gender					
Male	8.6	7.8	3.5	75.6	4.5
Female	5.8	6.9	4.5	78.6	4.2
Age when first enrolled					
18 years or younger	4.7	6.4	3.9	82.1	3.0
19 years	8.4	8.5	4.2	73.1	5.9
20–23 years	17.1	15.9	6.0	46.6	14.4
24–29 years	19.7	11.7	5.7	50.4	12.4
30 or older	38.2	9.5	3.2	40.3	8.9
Race/ethnicity					
White, non-Hispanic	7.3	7.4	3.8	77.6	3.9
Black, non-Hispanic	6.6	12.1	6.0	71.0	4.4
Hispanic	9.4	5.6	2.9	75.3	6.8
Asian/Pacific Islander	2.3	2.0	7.1	86.5	2.2
American Indian/Alaskan Native	3.9	5.8	4.2	80.8	5.3
Marital status and children when first enrolled					
Single, no children (dependent)	5.4	6.7	4.0	80.2	3.8
Single, no children (independent)	10.9	10.6	2.8	67.1	8.6
Single with children	20.9	16.4	7.9	44.6	10.2
Married	38.8	11.0	4.7	38.0	7.5
Parental education					
High school diploma or less	10.4	11.9	4.9	67.3	5.5
Some postsecondary	9.0	9.9	4.6	70.6	5.9
Bachelor's degree	4.6	5.4	4.2	82.2	3.6
Advanced degree	3.3	3.0	2.8	88.5	2.4
Student/employee role 1995–96					
Did not work while enrolled	4.2	5.8	3.4	82.0	4.5
Student working to meet expenses	5.5	8.2	3.9	77.7	4.8
Employee who is enrolled	25.2	9.7	8.5	49.6	7.0
Dependent family income in 1994					
Less than $25,000	8.1	8.4	4.6	73.3	5.6
$25,000–44,999	7.3	7.7	5.3	75.7	4.2
$45,000–69,999	3.8	7.5	2.5	82.9	3.4
$70,000 or greater	3.5	4.2	3.8	85.8	2.8
Independent student income in 1994					
Less than $6,000	20.2	18.4	6.6	48.0	6.8
$6,000–14,999	18.1	12.6	6.0	52.4	11.0
$15,000–24,999	22.0	8.5	7.5	55.4	6.6
$25,000 or greater	39.9	9.8	1.1	38.0	11.3

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.4d—Percentage distribution of 1995–96 beginning postsecondary students in 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in 4-year institutions				
Total	7.1	7.3	4.0	77.3	4.3
Number of risk factors when first enrolled					
None	3.9	5.4	3.8	83.9	3.0
One	9.9	10.2	4.6	68.0	7.3
Two or three	21.6	11.5	4.0	53.5	9.4
Four or more	29.3	17.4	6.9	38.5	8.0
High school diploma or equivalency status					
High school diploma	7.0	7.1	4.0	77.8	4.1
GED/high school equivalent*	12.3	17.8	7.0	51.0	12.0
None*	—	—	—	—	—
Delayed postsecondary enrollment					
Did not delay	4.6	6.3	4.0	82.3	2.8
Delayed*	17.5	11.9	4.2	55.8	10.6
Attendance status when first enrolled					
Full-time	5.7	6.8	4.0	79.6	4.0
Part-time*	19.9	11.4	4.6	56.9	7.3
Dependency status when first enrolled					
Dependent	5.4	6.7	4.0	80.2	3.8
Independent*	25.1	12.8	5.0	48.1	9.1
Number of children when first enrolled					
None	6.1	6.7	3.9	79.2	4.1
One or more*	27.8	16.5	7.4	41.2	7.1
Single parent status when first enrolled					
Not a single parent	6.6	6.9	3.9	78.4	4.1
Single parent*	20.9	16.4	7.9	44.6	10.2
Worked while enrolled 1995–96					
Did not work	4.2	5.8	3.4	82.0	4.5
Worked part time	5.8	7.1	4.2	78.4	4.5
Worked full time*	19.1	13.9	5.5	55.6	6.1

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.5a—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type, first degree program, and academic preparation

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public 4-year institutions				
Total	7.3	7.5	4.1	77.3	3.9
Highest offering of first institution					
Doctorate-granting	6.0	7.1	3.6	80.3	3.1
Non-doctorate-granting	9.6	8.3	5.1	71.7	5.3
Degree program at first institution					
Certificate	15.3	13.6	6.5	49.6	15.1
Associate's degree	23.7	17.9	5.1	31.5	21.9
Bachelor's degree	6.1	6.8	4.0	80.5	2.6
Degree goal at first institution					
None	22.7	12.5	4.5	56.3	4.0
Certificate	21.5	15.9	4.3	35.6	22.8
Associate's degree	22.6	13.5	2.6	36.2	25.0
Bachelor's degree	5.4	6.7	3.9	80.8	3.3
First sub-baccalaureate degree attained					
None	7.5	7.8	4.3	80.4	†
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0
Met high math/science curriculum					
Did not meet threshold	6.3	8.0	5.0	77.3	3.4
Met curriculum threshold	3.1	4.0	2.6	87.8	2.5
Number of Advanced Placement tests taken					
None	7.9	8.6	4.4	75.2	3.8
One	2.9	5.7	4.1	84.6	2.7
More than one	3.2	3.9	2.6	86.2	4.2
Grade point average in high school					
B or less	10.8	11.3	7.5	66.7	3.7
B+ to A-	4.0	8.1	5.1	80.2	2.7
Mostly As	2.6	2.3	1.4	90.9	2.7
Derived SAT combined score					
Low quartile (400–700)	11.5	11.7	5.5	65.7	5.6
Middle quartiles (710–1020)	5.3	7.8	4.7	79.5	2.6
High quartile (1030–1600)	5.5	3.1	2.8	85.8	2.8

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.5b—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public 4-year institutions				
Total	7.3	7.5	4.1	77.3	3.9
Number of months enrolled through 1998					
Less than 12 months	70.8	16.8	3.2	7.0	2.2
12–24 months	0.3	35.2	12.9	40.6	11.1
25 months or more	†	†	2.3	95.2	2.5
Intensity pattern through 1998					
Always full-time	6.7	6.8	3.4	79.7	3.4
Mixed	2.9	8.5	6.1	76.9	5.5
Always part-time	45.2	15.9	5.8	29.8	3.3
Academic year of last enrollment					
1995–96	98.2	†	†	†	1.8
1996–97	†	84.3	†	†	15.7
1997–98	†	†	4.9	92.3	2.8
Transfer status through 1998					
Did not transfer	9.1	7.5	3.3	76.7	3.4
Transferred	0.2	7.6	7.2	79.4	5.6
First transfer direction					
Did not transfer	9.1	7.5	3.3	76.7	3.4
Downward transfer	0.4	12.2	9.7	68.5	9.3
Upward or lateral transfer	0.1	3.7	5.0	88.9	2.5
Enrollment continuity through 1998					
Continuously enrolled	8.4	6.5	3.2	78.1	3.8
Not continuously enrolled	0.0	13.5	9.9	72.0	4.5

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.5c—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public 4-year institutions				
Total	7.3	7.5	4.1	77.3	3.9
Gender					
Male	8.1	7.9	3.9	76.0	4.2
Female	6.6	7.2	4.3	78.2	3.7
Age when first enrolled					
18 years or younger	5.0	6.6	4.1	81.5	2.8
19 years	9.6	7.3	3.0	73.7	6.5
20–23 years	16.4	18.5	5.1	46.4	13.7
24–29 years	20.1	12.8	8.2	58.3	0.7
30 or older	35.6	7.9	3.2	46.0	7.3
Race/ethnicity					
White, non-Hispanic	8.0	7.9	3.8	77.0	3.4
Black, non-Hispanic	7.0	12.0	6.5	71.4	3.1
Hispanic	6.9	4.4	2.5	79.1	7.1
Asian/Pacific Islander	1.3	2.0	7.7	87.5	1.4
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	5.8	6.9	4.0	79.6	3.7
Single, no children (independent)	11.1	9.7	2.4	75.3	1.5
Single with children	16.3	14.8	8.5	53.3	7.1
Married	39.0	7.7	5.9	40.6	6.8
Parental education					
High school diploma or less	9.9	11.5	4.3	69.0	5.2
Some postsecondary	9.3	10.5	5.4	68.9	5.9
Bachelor's degree	5.6	5.1	4.5	81.8	3.1
Advanced degree	2.3	3.3	2.5	90.5	1.4
Student/employee role 1995–96					
Did not work while enrolled	3.6	6.1	3.2	83.2	3.9
Student working to meet expenses	6.6	8.6	3.9	76.3	4.6
Employee who is enrolled	27.3	7.4	9.4	50.5	5.5
Dependent family income in 1994					
Less than $25,000	8.5	7.5	4.4	73.4	6.1
$25,000–44,999	8.9	7.9	4.1	75.2	4.0
$45,000–69,999	4.3	8.0	2.7	82.0	3.0
$70,000 or greater	3.0	4.8	4.7	85.2	2.3
Independent student income in 1994					
Less than $6,000	20.1	19.0	6.9	46.8	7.2
$6,000–14,999	18.1	8.3	7.4	63.5	2.8
$15,000–24,999	15.7	8.3	11.2	59.6	5.1
$25,000 or greater	42.3	8.7	0.5	42.6	5.9

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.5d—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in public 4-year institutions				
Total	7.3	7.5	4.1	77.3	3.9
Number of risk factors when first enrolled					
None	4.2	5.2	4.2	83.7	2.7
One	10.5	11.2	3.2	67.8	7.3
Two or three	20.3	12.0	2.9	57.7	7.1
Four or more	30.5	14.6	7.5	41.9	5.4
High school diploma or equivalency status					
High school diploma	7.3	7.3	4.1	77.7	3.7
GED/high school equivalent*	7.7	23.5	6.7	48.2	13.9
None*	—	—	—	—	—
Delayed postsecondary enrollment					
Did not delay	4.9	6.3	4.2	81.8	2.8
Delayed*	16.9	12.5	3.7	58.4	8.5
Attendance status when first enrolled					
Full-time	6.0	7.0	4.2	79.3	3.5
Part-time*	17.8	10.4	3.1	61.1	7.5
Dependency status when first enrolled					
Dependent	5.8	6.9	4.0	79.6	3.7
Independent*	25.2	11.1	5.7	52.7	5.3
Number of children when first enrolled					
None	6.5	7.0	3.9	79.0	3.7
One or more*	26.0	12.7	8.0	48.3	5.1
Single parent status when first enrolled					
Not a single parent	7.0	7.0	4.0	78.2	3.7
Single parent*	16.3	14.8	8.5	53.3	7.1
Worked while enrolled 1995–96					
Did not work	3.6	6.1	3.2	83.2	3.9
Worked part time	7.2	7.1	4.3	76.8	4.5
Worked full time*	19.9	13.3	5.3	57.6	3.9

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 4.6a—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by first institution type and first degree program

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, not-for-profit 4-year institutions				
Total	6.4	6.8	4.0	78.5	4.3
Highest offering of first institution					
Doctorate-granting	5.0	4.4	2.2	84.0	4.4
Non-doctorate-granting	7.2	8.1	4.9	75.5	4.3
Degree program at first institution					
Certificate	13.1	2.5	4.7	59.7	20.0
Associate's degree	26.9	19.8	3.7	30.3	19.4
Bachelor's degree	5.2	6.2	4.0	81.4	3.2
Degree goal at first institution					
None	25.6	14.0	12.2	41.0	7.2
Certificate	—	—	—	—	—
Associate's degree	14.9	19.1	6.8	40.6	18.6
Bachelor's degree	3.4	6.2	3.5	82.7	4.1
First sub-baccalaureate degree attained					
None	6.7	7.1	4.2	82.1	†
Certificate	†	†	†	†	100.0
Associate's degree	†	†	†	†	100.0
Met high math/science curriculum					
Did not meet threshold	4.1	8.7	4.1	79.7	3.5
Met curriculum threshold	3.6	2.5	4.3	86.9	2.7
Number of Advanced Placement tests taken					
None	7.0	9.3	4.6	73.3	5.7
One	2.3	3.7	2.8	85.7	5.4
More than one	0.2	2.0	3.1	92.9	1.9
Grade point average in high school					
B or less	6.2	16.3	6.9	65.3	5.3
B+ to A-	5.9	3.8	5.4	80.9	4.1
Mostly As	1.0	3.3	1.9	91.4	2.5
Derived SAT combined score					
Low quartile (400–700)	11.8	10.2	3.5	67.0	7.6
Middle quartiles (710–1020)	3.5	8.8	6.0	77.8	4.0
High quartile (1030–1600)	2.2	2.9	1.8	91.3	1.9

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.6b—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by attendance patterns

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, not-for-profit 4-year institutions				
Total	6.4	6.8	4.0	78.5	4.3
Number of months enrolled through 1998					
Less than 12 months	77.0	12.3	3.8	2.1	4.8
12–24 months	†	38.7	11.7	39.7	10.0
25 months or more	†	†	2.5	94.3	3.2
Intensity pattern through 1998					
Always full-time	5.5	6.1	2.9	81.2	4.3
Mixed	3.2	9.6	7.2	77.0	3.1
Always part-time	53.0	6.6	10.4	16.8	13.3
Academic year of last enrollment					
1995–96	95.7	†	†	†	4.3
1996–97	†	86.6	†	†	13.4
1997–98	†	†	4.6	91.9	3.5
Transfer status through 1998					
Did not transfer	8.0	5.6	3.1	78.9	4.5
Transferred	1.2	10.7	7.1	77.1	3.9
First transfer direction					
Did not transfer	8.0	5.6	3.1	78.9	4.5
Downward transfer	0.2	18.2	9.8	65.0	6.8
Upward or lateral transfer	1.8	6.2	5.4	84.4	2.2
Enrollment continuity through 1998					
Continuously enrolled	7.1	6.5	3.3	78.4	4.6
Not continuously enrolled	0.0	9.1	10.0	79.0	1.9

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.6c—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, not-for-profit 4-year institutions				
Total	6.4	6.8	4.0	78.5	4.3
Gender					
Male	9.1	7.3	2.8	76.4	4.4
Female	4.3	6.4	4.9	80.1	4.3
Age when first enrolled					
18 years or younger	4.1	6.0	3.5	83.5	3.0
19 years	6.1	9.9	6.3	72.8	4.9
20–23 years	17.7	11.6	8.5	48.5	13.6
24–29 years	20.4	7.2	2.8	44.3	25.3
30 or older	45.3	9.8	3.7	31.3	9.9
Race/ethnicity					
White, non-Hispanic	5.8	6.4	3.7	79.6	4.5
Black, non-Hispanic	5.9	11.7	4.8	71.3	6.3
Hispanic	13.2	7.3	4.0	71.8	3.7
Asian/Pacific Islander	4.1	2.1	6.1	86.0	1.8
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	4.4	6.1	4.0	81.9	3.7
Single, no children (independent)	11.5	13.4	3.7	56.3	15.1
Single with children	25.7	15.1	6.5	37.2	15.6
Married	41.1	15.9	2.8	34.2	6.1
Parental education					
High school diploma or less	11.0	11.9	6.2	65.6	5.2
Some postsecondary	7.8	9.0	2.9	75.3	5.1
Bachelor's degree	2.4	5.8	3.8	84.1	4.0
Advanced degree	4.4	2.7	3.3	86.3	3.3
Student/employee role 1995–96					
Did not work while enrolled	5.7	5.1	3.8	80.0	5.4
Student working to meet expenses	3.2	7.2	3.9	81.5	4.3
Employee who is enrolled	21.0	13.9	7.6	49.2	8.2
Dependent family income in 1994					
Less than $25,000	6.2	10.3	5.2	75.0	3.4
$25,000–44,999	4.7	6.6	7.3	76.9	4.5
$45,000–69,999	2.6	6.5	2.2	84.7	4.1
$70,000 or greater	4.3	3.1	2.4	86.9	3.2
Independent student income in 1994					
Less than $6,000	21.8	17.6	5.8	52.5	2.3
$6,000–14,999	14.6	22.0	3.8	34.6	25.0
$15,000–24,999	—	—	—	—	—
$25,000 or greater	39.9	6.3	2.6	32.2	19.0

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 4.6d—Percentage distribution of 1995–96 beginning postsecondary students in private, not-for-profit 4-year institutions according to whether they attained as of spring 1998, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	Attainment or last year of enrollment anywhere				
	No degree, last year 1995–96	No degree, last year 1996–97	No degree, last year 1997–98	No degree, enrolled spring 1998	Attained by spring 1998
	Students who began in private, not-for-profit 4-year institutions				
Total	6.4	6.8	4.0	78.5	4.3
Number of risk factors when first enrolled					
None	3.2	5.7	3.0	84.7	3.3
One	8.7	7.3	8.2	69.1	6.7
Two or three	24.8	11.5	6.7	48.5	8.6
Four or more	26.6	20.0	5.7	34.6	13.1
High school diploma or equivalency status					
High school diploma	6.1	6.7	3.9	79.1	4.3
GED/high school equivalent*	17.1	11.3	8.7	57.3	5.7
None*	—	—	—	—	—
Delayed postsecondary enrollment					
Did not delay	3.9	6.1	3.7	83.9	2.4
Delayed*	18.3	9.9	5.6	52.7	13.5
Attendance status when first enrolled					
Full-time	4.9	6.3	3.6	81.1	4.1
Part-time*	24.8	13.1	8.0	47.4	6.8
Dependency status when first enrolled					
Dependent	4.4	6.1	4.0	81.9	3.7
Independent*	25.8	14.7	4.0	43.7	11.8
Number of children when first enrolled					
None	5.2	6.3	3.9	80.5	4.1
One or more*	31.1	21.2	6.1	30.5	11.1
Single parent status when first enrolled					
Not a single parent	5.7	6.6	3.9	79.6	4.2
Single parent*	25.7	15.1	6.5	37.2	15.6
Worked while enrolled 1995–96					
Did not work	5.7	5.1	3.8	80.0	5.4
Worked part time	3.1	6.8	4.1	81.8	4.3
Worked full time*	17.3	14.1	6.5	54.9	7.3

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 5.1a—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained and 3-year persistence status, by first institution type and degree program

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with a certificate goal					
Total	51.7	2.0	0.0	8.2	1.6	36.5
Type of first institution						
4-year						
Public	9.4	13.4	0.0	4.4	31.1	41.6
Private, not-for-profit	—	—	—	—	—	—
Private, for-profit	—	—	—	—	—	—
2-year						
Public	39.1	3.4	0.0	13.6	0.2	43.6
Private, not-for-profit	15.7	16.5	0.0	16.8	2.2	48.8
Private, for-profit	57.9	1.3	0.0	7.9	1.1	31.8
Less-than-2-year						
Public	53.2	0.5	0.0	3.7	0.5	42.1
Private, for-profit	67.6	0.0	0.0	4.1	0.4	27.9
Level of first institution						
4-year	14.8	10.0	0.0	2.7	36.3	36.2
2-year	42.1	3.3	0.0	12.6	0.5	41.5
Less-than-2-year	64.0	0.1	0.0	4.1	0.5	31.3
Control of first institution						
Public	40.9	3.2	0.0	11.2	1.5	43.2
Private, not-for-profit	22.0	8.4	0.0	9.2	21.3	39.1
Private, for-profit	65.7	0.3	0.0	4.9	0.5	28.7
Degree program at first institution						
Certificate	55.2	1.5	0.0	6.4	1.5	35.4
Associate's degree	9.8	7.6	0.0	30.5	1.1	50.9
Bachelor's degree	—	—	—	—	—	—
First sub-baccalaureate degree attained						
None	†	†	†	17.8	3.5	78.7
Certificate	99.9	0.1	0.0	†	†	†
Associate's degree	—	—	—	†	†	†
Transfer or degree expectation						
No degree, no transfer	—	—	—	—	—	—
Degree, no transfer	55.5	1.7	0.0	6.9	0.4	35.6
Degree, transfer	—	—	—	—	—	—
No degree, transfer	—	—	—	—	—	—
Program/field at first institution						
Vocational certificate	56.2	1.5	0.0	6.6	0.5	35.2
Associate's applied fields	10.5	4.6	0.0	31.7	0.0	53.3
Associate's liberal arts/uncertain	—	—	—	—	—	—
Purpose for enrolling						
Job skills	53.6	2.0	0.0	6.9	0.5	37.1
Degree or certificate	51.2	3.7	0.0	6.5	0.4	38.2
Transfer to 4-year	—	—	—	—	—	—
Other	51.8	0.2	0.0	4.6	0.0	43.4

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.1b—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained and 3-year persistence status, by purpose for enrolling and attendance patterns

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
			Students with a certificate goal			
Total	51.7	2.0	0.0	8.2	1.6	36.5
Number of months enrolled through 1998						
Less than 12 months	47.5	0.8	0.0	0.9	0.2	50.5
12–24 months	67.1	3.3	0.0	7.3	0.5	21.9
25 months or more	29.3	4.7	0.0	50.6	12.5	3.0
Intensity pattern through 1998						
Always full-time	58.4	3.3	0.0	3.3	1.3	33.7
Mixed	53.8	1.0	0.0	19.6	4.1	21.5
Always part-time	35.7	0.1	0.0	9.4	0.2	54.7
Academic year of last enrollment						
1995–96	38.8	1.0	0.0	†	†	60.2
1996–97	76.2	1.9	0.0	†	†	22.0
1997–98	40.1	4.3	0.0	37.5	7.4	10.7
Transfer status through 1998						
Did not transfer	52.3	1.6	0.0	6.7	0.9	38.5
Transferred	44.6	6.8	0.0	24.7	9.3	14.6
First transfer direction						
Did not transfer	52.3	1.6	0.0	6.7	0.9	38.5
Downward transfer	—	—	—	—	†	—
Upward or lateral transfer	41.2	7.5	0.0	24.9	10.1	16.4
Enrollment continuity through 1998						
Continuously enrolled	52.4	1.8	0.0	6.4	1.4	38.0
Not continuously enrolled	45.4	3.5	0.0	23.7	3.7	23.8

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.1c—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained and 3-year persistence status, by demographic characteristics

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
			Students with a certificate goal			
Total	51.7	2.0	0.0	8.2	1.6	36.5
Gender						
Male	49.7	2.0	0.0	7.6	1.8	38.9
Female	52.9	2.0	0.0	8.6	1.5	35.0
Age when first enrolled						
18 years or younger	45.6	7.1	0.0	6.7	4.9	35.8
19 years	44.7	1.3	0.0	20.2	1.9	32.0
20–23 years	53.1	0.1	0.0	12.4	0.4	34.1
24–29 years	60.6	0.0	0.0	3.6	0.0	35.9
30 or older	51.5	1.3	0.0	5.0	1.1	41.0
Race/ethnicity						
White, non-Hispanic	53.6	2.9	0.0	7.8	2.4	33.4
Black, non-Hispanic	52.8	0.2	0.0	1.3	0.9	44.8
Hispanic	47.2	0.9	0.0	17.1	0.3	34.5
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—
Marital status and children when first enrolled						
Single, no children (dependent)	46.5	4.9	0.0	11.7	3.7	33.2
Single, no children (independent)	59.0	0.3	0.0	6.3	0.2	34.2
Single with children	56.3	0.3	0.0	4.2	0.0	39.3
Married	52.1	1.0	0.0	8.0	1.0	38.0
Parental education						
High school diploma or less	51.3	2.0	0.0	8.2	1.1	37.3
Some postsecondary	50.6	0.9	0.0	7.2	2.3	39.0
Bachelor's degree	40.1	7.1	0.0	14.8	4.9	33.1
Advanced degree	—	—	—	—	—	—
Student/employee role 1995–96						
Did not work while enrolled	58.9	0.6	0.0	3.5	1.3	35.8
Student working to meet expenses	45.5	2.7	0.0	15.6	2.8	33.5
Employee who is enrolled	45.7	3.5	0.0	7.4	1.0	42.4
Dependent family income in 1994						
Less than $25,000	45.7	6.4	0.0	8.5	3.7	35.8
$25,000–44,999	50.1	2.1	0.0	20.4	2.1	25.3
$45,000–69,999	35.5	8.5	0.0	8.6	5.8	41.7
$70,000 or greater	59.3	0.0	0.0	2.5	5.6	32.7
Independent student income in 1994						
Less than $6,000	64.3	0.3	0.0	3.0	0.0	32.5
$6,000–14,999	53.4	0.1	0.0	9.4	0.1	36.9
$15,000–24,999	57.2	0.9	0.0	2.9	1.1	38.0
$25,000 or greater	46.4	1.0	0.0	9.5	0.6	42.5

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.1d—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained and 3-year persistence status, by persistence risk factors when first enrolled

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with a certificate goal					
Total	51.7	2.0	0.0	8.2	1.6	36.5
Number of risk factors when first enrolled						
None	53.8	9.6	0.0	4.5	6.1	26.0
One	42.1	4.2	0.0	15.8	2.0	35.9
Two or three	56.8	0.5	0.0	7.3	1.0	34.4
Four or more	51.8	0.5	0.0	6.9	0.7	40.1
High school diploma or equivalency status						
High school diploma	49.5	2.1	0.0	9.5	2.2	36.7
GED/high school equivalent*	64.1	0.3	0.0	6.4	0.0	29.2
None*	44.4	4.7	0.0	1.2	0.0	49.7
Delayed postsecondary enrollment						
Did not delay	45.5	4.9	0.0	14.4	4.7	30.5
Delayed*	54.6	0.7	0.0	7.1	0.8	36.8
Attendance status when first enrolled						
Full-time	56.5	2.8	0.0	7.3	1.8	31.6
Part-time*	43.6	0.6	0.0	10.1	1.4	44.3
Dependency status when first enrolled						
Dependent	46.5	4.9	0.0	11.7	3.7	33.2
Independent*	55.2	0.6	0.0	6.2	0.5	37.6
Number of children when first enrolled						
None	52.7	2.9	0.0	10.3	2.2	32.0
One or more*	51.5	0.7	0.0	4.9	0.7	42.2
Single parent status when first enrolled						
Not a single parent	51.0	2.6	0.0	9.3	2.1	35.1
Single parent*	56.3	0.3	0.0	4.2	0.0	39.3
Worked while enrolled 1995–96						
Did not work	58.9	0.6	0.0	3.5	1.3	35.8
Worked part time	52.1	5.8	0.0	10.7	1.8	29.6
Worked full time*	44.1	0.0	0.0	11.1	1.8	43.0

*Risk factor

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.2a—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by first institution type and degree program

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
				Students with an associate's degree goal		
Total	6.2	14.5	0.1	31.6	6.6	41.1
Type of first institution						
4-year						
Public	7.9	17.1	0.0	5.5	30.7	38.8
Private, not-for-profit	2.1	16.6	0.0	1.8	38.8	40.8
Private, for-profit	—	—	—	—	—	—
2-year						
Public	5.9	11.2	0.0	35.2	5.4	42.4
Private, not-for-profit	7.6	41.9	2.7	12.6	5.2	30.0
Private, for-profit	9.7	41.2	0.0	15.0	2.3	31.9
Level of first institution						
4-year	5.9	16.7	0.0	5.0	33.1	39.3
2-year	6.2	14.3	0.1	33.0	5.1	41.3
Less-than-2-year	—	—	—	—	—	—
Control of first institution						
Public	5.9	11.4	0.0	34.1	6.3	42.2
Private, not-for-profit	5.4	31.8	1.6	8.3	18.5	34.3
Private, for-profit	9.4	39.2	0.0	14.6	4.4	32.4
Degree program at first institution						
Certificate	8.2	12.3	0.0	19.0	8.1	52.5
Associate's degree	6.1	14.6	0.1	32.3	6.1	40.7
Bachelor's degree	—	—	—	—	—	—
First sub-baccalaureate degree attained						
None	†	†	†	39.8	8.3	51.9
Certificate	88.5	10.6	0.9	†	†	†
Associate's degree	†	100.0	0.0	†	†	†
Transfer or degree expectation						
No degree, no transfer	—	—	—	—	—	—
Degree, no transfer	8.2	13.3	0.1	33.0	2.0	43.5
Degree, transfer	2.6	17.8	0.0	34.8	11.5	33.3
No degree, transfer	—	—	—	—	—	—
Program/field at first institution						
Vocational certificate	8.5	12.1	0.0	18.0	8.0	53.4
Associate's applied fields	7.5	16.7	0.1	32.3	3.8	39.6
Associate's liberal arts/uncertain	3.9	10.9	0.0	36.1	6.8	42.3
Purpose for enrolling						
Job skills	10.1	14.4	0.0	22.1	1.7	51.8
Degree or certificate	6.6	11.6	0.0	34.7	1.9	45.3
Transfer to 4-year	2.6	18.1	0.0	34.8	11.0	33.4
Other	7.0	10.6	0.6	28.4	5.1	48.4

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.2b—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by purpose for enrolling, *transfer expectations, and attendance patterns*

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
			Students with an associate's degree goal			
Total	6.2	14.5	0.1	31.6	6.6	41.1
Number of months enrolled through 1998						
Less than 12 months	4.1	1.6	0.0	4.5	0.6	89.2
12–24 months	9.5	13.1	0.2	27.1	3.2	47.0
25 months or more	4.7	24.1	0.0	53.3	13.4	4.5
Intensity pattern through 1998						
Always full-time	6.4	27.4	0.0	28.1	8.8	29.5
Mixed	7.8	9.4	0.2	40.9	7.8	33.9
Always part-time	3.0	0.2	0.0	21.2	0.4	75.3
Academic year of last enrollment						
1995–96	2.8	1.1	0.0	†	†	96.1
1996–97	8.7	17.5	0.3	†	†	73.5
1997–98	6.4	17.5	0.0	52.2	10.9	13.0
Transfer status through 1998						
Did not transfer	6.2	9.3	0.0	34.3	2.4	47.8
Transferred	6.3	35.9	0.3	20.2	23.9	13.4
First transfer direction						
Did not transfer	6.2	9.3	0.0	34.3	2.4	47.8
Downward transfer	21.4	8.3	0.0	33.2	†	37.2
Upward or lateral transfer	4.4	39.3	0.4	18.6	26.8	10.5
Enrollment continuity through 1998						
Continuously enrolled	5.5	17.7	0.1	27.2	5.8	43.7
Not continuously enrolled	8.8	2.1	0.0	48.2	9.5	31.4

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.2c—Percentage distribution of 1995-96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by demographic characteristics

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with an associate's degree goal					
Total	6.2	14.5	0.1	31.6	6.6	41.1
Gender						
Male	5.9	15.3	0.1	33.1	7.2	38.4
Female	6.5	13.8	0.0	30.3	6.1	43.4
Age when first enrolled						
18 years or younger	5.8	20.0	0.0	34.4	8.6	31.3
19 years	2.7	14.6	0.0	42.8	9.4	30.5
20–23 years	8.6	8.0	0.4	30.9	5.5	46.7
24–29 years	3.0	5.3	0.0	19.3	1.8	70.6
30 or older	10.4	7.3	0.0	19.7	0.9	61.7
Race/ethnicity						
White, non-Hispanic	6.8	15.6	0.1	32.4	6.7	38.4
Black, non-Hispanic	7.2	12.4	0.0	18.9	4.7	56.9
Hispanic	3.5	14.2	0.0	34.6	7.3	40.4
Asian/Pacific Islander	0.5	3.6	0.0	42.5	4.0	49.5
American Indian/Alaskan Native	—	—	—	—	—	—
Marital status and children when first enrolled						
Single, no children (dependent)	5.5	17.3	0.1	37.7	8.4	31.1
Single, no children (independent)	4.5	7.7	0.0	12.7	3.6	71.5
Single with children	11.2	15.1	0.0	22.0	4.5	47.3
Married	4.5	4.4	0.0	25.6	1.5	64.0
Parental education						
High school diploma or less	6.6	12.6	0.0	33.3	4.2	43.4
Some postsecondary	5.3	13.0	0.0	30.9	7.9	42.9
Bachelor's degree	6.0	25.2	0.4	28.2	5.1	35.2
Advanced degree	0.9	10.8	0.0	22.9	33.3	32.1
Student/employee role 1995–96						
Did not work while enrolled	5.7	17.3	0.0	30.4	6.3	40.3
Student working to meet expenses	6.9	16.8	0.1	31.3	9.5	35.3
Employee who is enrolled	5.4	8.9	0.0	26.7	0.9	58.1
Dependent family income in 1994						
Less than $25,000	3.8	15.9	0.0	46.8	5.8	27.7
$25,000–44,999	5.9	16.8	0.0	31.8	9.8	35.7
$45,000–69,999	8.5	19.3	0.0	33.5	6.3	32.4
$70,000 or greater	3.6	17.4	0.6	35.7	14.8	27.9
Independent student income in 1994						
Less than $6,000	5.5	13.1	0.0	22.9	6.4	52.1
$6,000–14,999	9.7	12.2	0.0	19.1	3.7	55.4
$15,000–24,999	12.5	6.3	0.0	23.4	1.9	55.9
$25,000 or greater	3.4	4.5	0.0	16.7	0.4	75.0

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.2d—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by persistence risk factors when first enrolled

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
			Students with an associate's degree goal			
Total	6.2	14.5	0.1	31.6	6.6	41.1
Number of risk factors when first enrolled						
None	4.8	29.8	0.0	32.5	13.7	19.3
One	4.9	11.0	0.3	43.8	5.8	34.3
Two or three	6.6	5.2	0.0	33.8	2.7	51.7
Four or more	7.8	8.0	0.0	20.1	2.6	61.5
High school diploma or equivalency status						
High school diploma	6.5	15.1	0.1	32.9	6.9	38.5
GED/high school equivalent*	3.1	10.6	0.0	22.8	3.2	60.3
None*	—	—	—	—	—	—
Delayed postsecondary enrollment						
Did not delay	5.9	19.8	0.0	35.7	9.4	29.2
Delayed*	6.7	8.2	0.1	27.5	3.1	54.4
Attendance status when first enrolled						
Full-time	7.1	20.8	0.0	31.9	7.5	32.7
Part-time*	4.8	4.4	0.2	30.9	5.1	54.7
Dependency status when first enrolled						
Dependent	5.5	17.3	0.1	37.7	8.4	31.1
Independent*	7.0	9.2	0.0	20.9	3.1	59.7
Number of children when first enrolled						
None	5.4	15.9	0.1	34.5	7.5	36.6
One or more*	8.3	9.5	0.0	22.7	3.3	56.3
Single parent status when first enrolled						
Not a single parent	5.3	14.5	0.1	33.5	7.0	39.7
Single parent*	11.2	15.1	0.0	22.0	4.5	47.3
Worked while enrolled 1995–96						
Did not work	5.7	17.3	0.0	30.4	6.3	40.3
Worked part time	7.0	19.2	0.1	32.9	10.2	30.5
Worked full time*	5.9	7.5	0.0	28.8	1.1	56.7

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.3a—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by first institution type and degree program

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	1.5	2.7	0.7	12.5	63.2	19.4
Type of first institution						
4-year						
Public	1.0	1.3	1.0	5.9	74.8	16.0
Private, not-for-profit	1.3	2.0	0.9	3.9	78.8	13.1
Private, for-profit	7.8	15.8	5.4	10.7	33.3	27.1
2-year						
Public	2.6	5.2	0.0	36.1	22.9	33.3
Private, not-for-profit	—	—	—	—	—	—
Private, for-profit	—	—	—	—	—	—
Less-than-2-year	—	—	—	—	—	—
Level of first institution						
4-year	1.1	1.7	1.0	5.3	75.9	15.1
2-year	2.6	6.0	0.0	35.7	22.5	33.2
Highest offering of first institution*						
Doctorate-granting	1.0	1.2	1.1	5.1	78.8	12.7
Non-doctorate-granting	1.2	1.9	0.7	5.3	73.3	17.7
Control of first institution						
Public	1.5	2.6	0.7	15.7	58.1	21.6
Private, not-for-profit	1.3	2.2	0.9	4.0	78.5	13.2
Private, for-profit	4.7	26.3	3.2	14.8	21.8	29.2
Degree program at first institution						
Certificate	0.7	7.8	0.0	16.9	49.8	24.9
Associate's degree	2.8	7.1	0.0	34.1	22.3	33.8
Bachelor's degree	1.1	1.1	1.0	5.3	76.9	14.5
First sub-baccalaureate degree attained						
None	†	†	†	13.2	66.5	20.4
Certificate	91.2	3.8	5.0	†	†	†
Associate's degree	†	97.2	2.8	†	†	†
Met high math/science curriculum						
Did not meet threshold	0.9	1.8	0.6	11.7	66.6	18.4
Met curriculum threshold	0.7	3.0	0.7	7.5	78.9	9.2
Number of Advanced Placement tests taken						
None	1.8	3.2	0.6	14.6	57.8	22.0
One	1.3	1.1	1.3	8.8	70.9	16.6
More than one	0.5	2.0	1.2	4.7	84.9	6.8
Grade point average in high school						
B or less	0.9	3.8	0.4	18.7	49.8	26.5
B+ to A-	1.4	1.5	0.6	11.8	68.7	16.1
Mostly As	0.7	2.3	0.8	3.2	87.1	5.9
Derived SAT combined score						
Low quartile (400–700)	1.1	3.0	0.5	24.3	45.8	25.4
Middle quartiles (710–1020)	1.0	2.1	0.5	9.7	70.7	16.0
High quartile (1030–1600)	0.7	2.4	1.0	2.3	84.5	9.3

—Too few cases for a reliable estimate.

*4-year institutions only.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.3b—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by high school academic preparation, and attendance patterns

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	1.5	2.7	0.7	12.5	63.2	19.4
Number of months enrolled through 1998						
Less than 12 months	2.3	0.5	0.0	5.7	1.3	90.3
12–24 months	2.5	4.5	1.9	20.8	24.8	45.5
25 months or more	1.1	2.6	0.6	11.6	81.6	2.4
Intensity pattern through 1998						
Always full-time	1.0	3.2	0.9	6.6	71.8	16.6
Mixed	2.0	1.8	0.6	26.6	49.5	19.6
Always part-time	5.9	0.9	0.0	15.0	19.6	58.6
Academic year of last enrollment						
1995–96	0.1	0.7	0.0	†	†	99.2
1996–97	3.3	5.5	3.7	†	†	87.4
1997–98	1.4	2.6	0.5	14.9	75.5	5.0
Transfer status through 1998						
Did not transfer	1.3	2.2	0.9	8.7	65.3	21.7
Transferred	2.0	4.4	0.2	24.7	56.6	12.1
First transfer direction						
Did not transfer	1.3	2.2	0.9	8.7	65.3	21.7
Downward transfer	5.1	3.1	0.0	60.6	12.1	19.1
Upward or lateral transfer	1.0	4.8	0.2	12.7	71.5	9.8
Enrollment continuity through 1998						
Continuously enrolled	1.3	2.9	0.8	9.5	66.3	19.1
Not continuously enrolled	2.7	1.3	0.0	33.3	41.3	21.4

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.3c—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by demographic characteristics

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	1.5	2.7	0.7	12.5	63.2	19.4
Gender						
Male	1.8	2.2	0.8	15.7	59.0	20.6
Female	1.2	3.1	0.7	9.7	66.9	18.4
Age when first enrolled						
18 years or younger	1.3	2.3	0.3	11.5	70.2	14.4
19 years	1.3	2.5	1.3	20.2	46.7	28.0
20–23 years	4.1	3.8	5.0	10.2	34.9	41.9
24–29 years	0.9	10.6	0.0	22.8	29.1	36.7
30 or older	3.1	4.0	1.1	3.3	46.6	41.9
Race/ethnicity						
White, non-Hispanic	0.9	3.0	0.7	10.5	66.7	18.2
Black, non-Hispanic	3.8	2.3	0.0	12.6	50.8	30.6
Hispanic	2.7	0.9	2.0	19.9	53.2	21.3
Asian/Pacific Islander	1.5	2.7	0.3	15.9	69.7	10.0
American Indian/Alaskan Native	0.0	3.8	0.0	0.7	54.8	40.7
Marital status and children when first enrolled						
Single, no children (dependent)	1.4	2.4	0.8	12.1	66.6	16.7
Single, no children (independent)	1.0	3.5	1.5	18.4	33.4	42.2
Single with children	4.6	5.1	0.0	12.6	32.9	44.9
Married	3.4	6.5	0.0	6.6	39.2	44.3
Parental education						
High school diploma or less	2.0	2.9	1.1	13.9	52.0	28.2
Some postsecondary	1.3	4.8	0.6	16.5	52.4	24.6
Bachelor's degree	1.6	2.4	0.5	14.8	67.2	13.5
Advanced degree	1.1	1.5	0.7	6.3	82.9	7.7
Student/employee role 1995–96						
Did not work while enrolled	1.6	2.3	0.6	9.6	72.5	13.4
Student working to meet expenses	1.2	2.1	1.0	15.4	61.6	18.7
Employee who is enrolled	2.3	5.1	0.4	10.8	37.2	44.2
Dependent family income in 1994						
Less than $25,000	2.2	2.4	1.2	15.5	55.3	23.3
$25,000–44,999	1.4	2.7	0.7	11.5	63.4	20.4
$45,000–69,999	0.9	1.7	0.9	9.6	72.3	14.7
$70,000 or greater	1.1	2.8	0.4	12.1	72.9	10.6
Independent student income in 1994						
Less than $6,000	3.1	2.7	0.0	12.9	31.0	50.4
$6,000–14,999	2.0	6.0	0.8	16.7	31.2	43.4
$15,000–24,999	1.2	5.7	0.0	19.0	37.0	37.2
$25,000 or greater	3.9	5.3	1.4	2.4	52.8	34.2

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 5.3d—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained and 3-year persistence status, by persistence risk factors when first enrolled

	Highest degree attained			No degree		
				Still enrolled		
	Certificate	Associate's	Bachelor's	Less-than-4-year	4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	1.5	2.7	0.7	12.5	63.2	19.4
Number of risk factors when first enrolled						
None	0.8	2.1	0.6	8.2	76.4	12.0
One	1.9	3.6	1.8	19.6	50.5	22.6
Two or three	3.6	3.6	0.5	21.8	28.3	42.1
Four or more	4.8	3.9	0.0	15.4	25.6	50.4
High school diploma or equivalency status						
High school diploma	1.2	2.5	0.8	12.3	64.1	19.1
GED/high school equivalent*	5.5	11.2	0.0	11.4	34.4	37.5
None*	—	—	—	—	—	—
Delayed postsecondary enrollment						
Did not delay	1.1	2.1	0.2	12.1	69.3	15.2
Delayed*	2.2	5.0	2.8	12.9	41.8	35.4
Attendance status when first enrolled						
Full-time	1.0	2.7	0.8	10.1	67.6	17.7
Part-time*	4.1	2.7	0.4	26.3	38.5	28.2
Dependency status when first enrolled						
Dependent	1.4	2.4	0.8	12.1	66.6	16.7
Independent*	2.8	4.9	0.6	12.9	35.2	43.6
Number of children when first enrolled						
None	1.4	2.5	0.8	12.3	65.0	18.0
One or more*	4.5	5.9	0.0	9.5	34.7	45.3
Single parent status when first enrolled						
Not a single parent	1.4	2.6	0.8	12.2	64.4	18.6
Single parent*	4.6	5.1	0.0	12.6	32.9	44.9
Worked while enrolled 1995–96						
Did not work	1.6	2.3	0.6	9.6	72.5	13.4
Worked part time	0.9	2.4	0.9	14.9	63.4	17.5
Worked full time*	3.7	2.4	0.6	11.2	39.0	43.2

—Too few cases for a reliable estimate.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Institutional and Student Characteristics Tables

Section 6: Enrollment and demographic characteristics
- First institution attended
- Gender
- Age at first enrollment
- Race/ethnicity
- Marital status and children
- Income in 1994
- Persistence risk factors

Section 7: Financial aid and working status
- Financial aid in 1995–96
- Employment status while enrolled in 1995–96
- Enrollment versus employment (students' primary role)
- Post-enrollment employment

Enrollment and Demographic Characteristics

First Institution Attended[28]

- In 1995–96, half of all students just beginning their postsecondary education attended 2-year institutions; 41 percent attended 4-year colleges and universities; and 9 percent attended less-than-2-year institutions, most of which provide short-term vocational training (table 6.1a).
- The age that students first began their postsecondary education was strongly related to the level of institution they first attended. Those who were 18 years or younger were far more likely to enroll at the 4-year level (56 percent) than were all older students including 19-year-olds (34 percent), 20- through 23-year-olds (22 percent), and those 24 or older (10 to 11 percent; table 6.1b).
- While men and women were equally likely to enroll at the 4-year level (41 percent), men were more likely to attend 2-year institutions (53 percent versus 48 percent), and women were more likely to attend less-than-2-year institutions (11 percent versus 6 percent; table 6.1b).[29]
- Nearly three-quarters (73 percent) of all 1995–96 beginning students attended public institutions, while 16 percent and 11 percent, respectively, attended private, not-for-profit and private, for-profit institutions (table 6.2a).
- Roughly one-quarter (27 percent) of dependent students from high-income families ($70,000 or higher) attended private, not-for-profit institutions, compared with 15 percent of dependent students from families with incomes under $25,000 (table 6.2b).
- Nearly half (46 percent) of all 1995–96 beginning postsecondary students attended public 2-year colleges, while approximately one-quarter (26 percent) attended public 4-year institutions and 15 percent attended private, not-for-profit 4-year institutions. The remainder attended other less-than-4-year institutions, including 7 percent in private, for-profit less-than-2-year institutions (table 6.3a).
- Asian or Pacific Islander students were more likely than Hispanic or black, non-Hispanic students (35 percent versus 22 percent and 21 percent, respectively) to enroll in public 4-year institutions (table 6.3b).
- Black, non-Hispanic students were more likely to attend private, not-for-profit less-than-2-year institutions than were white students (13 percent versus 5 percent; table 6.3b).

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[28] The numbers appearing in these compendium tables will differ slightly from those published in the NCES report 1999–030, *Descriptive Summary of 1996–96 Beginning Postsecondary Students*, because a longitudinal weight based on students enrolled in the base-year and follow-up survey was used. In the former publication, the NPSAS:95–96 cross-sectional weight was used.

[29] Among all beginning students, 54 percent were women. L. Kojaku and A.M. Nuñez, *Descriptive Summary of 1995–96 Beginning Postsecondary Students*, table 3.1.

Gender

- Among all 1995–96 beginning postsecondary students, 55 percent were women; the same was true among students enrolled at the 4-year level (table 6.4a).
- There was no measurable gender difference among students attending 2-year institutions, in sharp contrast to the gender distribution at less-than-2-year institutions, where over two-thirds (70 percent) of students were women (table 6.4a).
- There was no gender difference among 19-year-olds and 20- through 23-year-olds.[30] The younger and the older age groups were more likely to be women. Women represented 55 percent of those age 18 or younger as well as 60 percent of those 24–29 and 64 percent of students 30 or older (table 6.4b).
- Taking into account parents' education, students whose parents attained lower levels of education (high school or some postsecondary education short of a bachelor's degree) were more likely to be women (57 percent and 58 percent, respectively). In contrast, among students whose parents held either a bachelor's or advanced degree, there was no measurable gender difference (table 6.4b).

Age at First Enrollment[31]

- When they first enrolled in postsecondary education, a majority of 1995–96 beginning students (58 percent) were 18 or younger, and about one in ten (11 percent) were 30 or older (table 6.5a).
- Age was strongly related to the level of institution students attended. Among those enrolled at the 4-year level, 79 percent were 18 or younger, compared with 48 percent among those at 2-year institutions and 19 percent among those at less-than-2-year institutions (table 6.5a).
- The level of parents' education was also strongly related to the age at which students first began their postsecondary education. Among students whose parents' highest education was high school or less, 46 percent were 18 or younger, compared with 68 percent and 82 percent, respectively, of those whose parents held bachelor's or advanced degrees (table 6.5b).

Race/Ethnicity

- Beginning students working toward a vocational certificate were more likely to be Hispanic (19 percent) or black, non-Hispanic (18 percent) than those working toward a bachelor's degree (12 percent and 10 percent, respectively). Black, non-Hispanic students also made up a higher proportion of those working toward a vocational certificate than of those working toward an associate's degree, among whom 10 percent were black, non-Hispanic (table 6.6a).

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[30] It appears as though there is a higher proportion of men than women among 19-year-olds, but there is not enough statistical evidence to draw this conclusion.

[31] The age distribution reported here differs from that reported in the NCES report 1999–030, *Descriptive Summary of 1995–96 Beginning Postsecondary Students*. Students' ages in the earlier publication were reported as of December 31, 1995, which was up to five months after the age of initial enrollment used in this report. Consequently, the percentage of students 18 or younger was much lower (45 percent compared with 58 percent at time of enrollment).

- Students who were 20–23 years old were more likely to be black, non-Hispanic than either those 18 or younger or 30 or older (20 percent compared with 9 percent of both 18-year-olds and students over 30).[32] Similarly, Hispanic students made up a larger proportion of 20- through 23-year-olds (21 percent) than they did in any other age group (11 to 16 percent; table 6.6b).
- Among both dependent and independent students, those in the lowest income quartile were much more likely to be black, non-Hispanic than were those in the highest income quartile (16 percent versus 4 percent of dependent students and 23 percent versus 11 percent of independent students) (table 6.6b).

Marital Status and Children

- Most of the 1995–96 beginning postsecondary students were unmarried and had no children (81 percent), while about 9 percent were single parents (table 6.7a).
- Due partly to the age variations among students at different level institutions, those in either 2-year or less-than-2-year institutions were much more likely to be single parents (12 percent and 28 percent, respectively) than were students attending 4-year institutions (2 percent; table 6.7a).
- One-quarter of black, non-Hispanic students were single parents, compared with 10 percent of Hispanic students, 7 percent of white students, and 3 percent of Asian/Pacific Islander students (table 6.7b).[33]

Income in 1994

Dependent Students' Family Income

- Among dependent 1995–96 beginning postsecondary students,[34] roughly one in five (22 percent) of those enrolled at the 4-year level had family incomes in lowest income quartile (less than $25,000), and about one-third (32 percent) were in the highest income quartile ($70,000 or more). In contrast, just over one-half of dependent students attending less-than-2-year institutions (55 percent) were in the lowest income quartile, and 8 percent were in the highest quartile (table 6.8.a).

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[32] There also appeared to be a higher proportion of black, non-Hispanic students among 24- through 29-year-olds, compared with students 18 or younger, but there was not enough statistical evidence to draw this conclusion.

[33] While it appears as though American Indian/Alaskan Native students were also more likely to be single parents than Hispanic, white, and Asian/Pacific Islander students, the sample size is too small to reach statistical significance.

[34] At 4-year institutions 91 percent of the beginners were dependent, compared with 64 percent at 2-year institutions and 27 percent at less-than-2-year institutions. L. Kojaku and A.M. Nuñez, *Descriptive Summary of 1995–96 Beginning Postsecondary Students*, table 3.2.

- Nearly half (48 percent) of older dependent students (20–23 years) were from families in the lowest income quartile, compared with one-quarter of those 18 or younger (table 6.8.b).
- Compared with about one in five dependent white students (19 percent), nearly half of black, non-Hispanic (47 percent), Hispanic (45 percent), and Asian/Pacific Islander beginning students (46 percent) were in the lowest income quartile (table 6.8b).

Independent Students' Income

- Students who were working while enrolled were asked whether they considered themselves to be primarily students or primarily employees. Among independent students who reported working while they were enrolled in 1995–96, those who identified themselves as students working to meet expenses were about half as likely to be in the highest income quartile ($25,000 or more) in 1994 than were students who identified themselves primarily as employees who were enrolled in school (20 percent versus 38 percent; table 6.9b).

Risk Factors

The 1995–96 beginning postsecondary students were identified according to the number of characteristics they possessed that were associated with an increased risk of leaving postsecondary education. These risk factors fall into three areas: enrollment, financial and family status, and high school graduation status. The enrollment risk factors include (1) attending on a part-time basis and (2) delaying enrollment a year or more after high school graduation. Family and financial risk factors include (3) being financially independent of parents according to financial aid criteria, (4) working full time while enrolled, (5) having dependents, and (6) being a single parent. The final risk factor is (7) dropping out of high school or completing through alternative means such as a GED or high school equivalent certificate. Students were grouped into four categories of risk: none, one risk factor, two or three risk factors, and four or more. Having no risk factors means a student falls into a category that is commonly referred to as "traditional," meaning he or she entered postsecondary education immediately after graduating from high school, attended full time, and was financially dependent on parents. By comparison, students having four or more risk factors would be highly nontraditional, that is, at high risk of leaving postsecondary education without attaining.

- Among 1995–96 beginning postsecondary students, about half (55 percent) were identified as nontraditional, meaning they had one or more risk factors (table 6.10a).
- While most beginning students attending 4-year institutions had no risk factors (75 percent), the opposite was true for those attending 2-year and less-than-2-year institutions. Just 26 percent and 11 percent, respectively, of these students had no risk factors.

while 23 percent and 33 percent, respectively, had four or more risk factors (table 6.10a).

- Due in part to the high risk associated with being single parents (i.e., they have at least three risk factors by definition),[35] women were more likely than men to have four or more risk factors (20 percent versus 11 percent; table 6.10b).
- Nearly 30 percent of black, non-Hispanic students had four or more risk factors, in contrast to 15 percent of white students, 14 percent of Hispanic students, and 13 percent of Asian/Pacific Islander students (table 6.10b).
- About 25 percent of American Indian/Alaskan Native students were also at high risk, with four or more risk factors, but because of small sample sizes, there was not enough statistical evidence to conclude that they were more or less likely than other groups to have four or more risk factors (table 6.10b).
- Asian/Pacific Islander students were more likely than students in all other racial/ethnic groups except white students to have no risk factors (55 percent compared with 27 to 37 percent). White students also were more likely to have no risk factors (49 percent) than Hispanic students (37 percent), black, non-Hispanic students (33 percent), and American Indian/Alaskan Native students (27 percent; table 6.10b).

Financial Aid and Working Status

Financial Aid in 1995–96

- In 1995–96, 61 percent of beginning students received some form of financial aid, averaging nearly $5,000. Roughly half (51 percent) received grants, and nearly one-third (31 percent) received student loans (table 7.1a).
- Due in part to their greater likelihood of attending full time and also to the higher tuition, students attending 4-year institutions and those attending less-than-2-year institutions were much more likely to receive financial aid (74 percent and 79 percent, respectively) and received more aid on average ($6,876 and $4,214, respectively) than students at the 2-year level (48 percent received an average of $2,666; table 7.1a).[36]
- Consistent with financial aid policies, low-income dependent students (less than $25,000) were much more likely to receive financial aid grants (75 percent) than were middle and higher income students (30 to 50 percent; table 7.1b).

Employment Status While Enrolled in 1995–96

- In 1995–96, when students first began their postsecondary education, nearly one-quarter (24 percent) worked full time while they were enrolled (table 7.2a).

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[35] Being a single parent, having dependents, and being independent.

[36] These estimates include students at some less-than-2-year institutions that are not eligible for federal Title 4 financial aid.

- Due in part to their likelihood of attending part time, students who began at the 2-year level were more likely to work full time (34 percent) than were those who began in either less-than-2-year institutions (23 percent) or 4-year institutions (11 percent; table 7.2a).
- Nearly one-half (49 percent) of students attending less-than-2-year institutions did not work when they first enrolled, compared with 37 percent of students enrolled in 4-year institutions and 20 percent enrolled in 2-year institutions (table 7.2a).
- Three years after they began their postsecondary education, students who had attained a postsecondary degree or certificate and then left postsecondary education were less likely to have worked full time when they first began (24 percent) than were those who left without attaining (39 percent; table 7.2a).
- Men were more likely than women to work full time when they first began their postsecondary education (27 percent versus 21 percent; table 7.2b).

Enrollment Versus Employment (Students' Primary Role)

- About one-half of 1995–96 beginning postsecondary students identified themselves primarily as students working to meet school expenses, compared with about one in five (19 percent) who identified themselves primarily as employees enrolled in school. The remaining 31 percent of beginning students did not work when they first enrolled (table 7.3a).[37]
- Among students in bachelor's degree programs, a small percentage identified themselves primarily as employees enrolled in school (6 percent), compared with one-quarter of those working toward an associate's degree and one-third of those working toward a vocational certificate (table 7.3a).
- How students identified themselves relative to their enrollment and employment closely coincided with age. For example, nearly 60 percent of students 18 years or younger identified themselves as students working to meet expenses, compared with 25 percent of those students ages 24–29 (table 7.3b).

Among students who worked to pay education expenses:

- Roughly one-quarter reported that their work schedule limited their participation in classes. That is, 22 percent reported that work limited their choice of classes, 27 percent reported that work limited the number of classes they could take, and 29 percent reported that their class schedule was limited due to work (table 7.4a).
- Among students who worked part time, 17 to 23 percent reported limitations on their schooling due to work, compared with 43 to 53 percent of students working full time while enrolled (table 7.4b).

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[37] The percentage not working (31 percent) differs slightly from that in the previous table (30 percent reported in table 7.2) because of missing responses for the primary role question; thus, the sample is slightly smaller than in table 7.2.

Among students whose primary role was work:

- Most reported being enrolled for personal interest (89 percent) or to learn new job skills (83 percent). Just over three-quarters (78 percent) reported that they were enrolled to earn a degree or certificate (table 7.5a).
- Those attending 4-year institutions were more likely to report being enrolled to advance in their job (46 percent) than were those attending less-than-2-year institutions (32 percent). Correspondingly, students attending less-than-2-year institutions were more likely to report being enrolled to learn new job skills (89 percent) than were those enrolled at the 4-year level (75 percent; table 7.5a).
- Men were more likely than women to report being enrolled for recreation (31 percent versus 21 percent; table 7.5b).

Post-Enrollment Employment

Among 1995–96 beginning postsecondary students who were no longer enrolled as of 1998:

- Eighty-two percent were currently working, 10 percent were out of the labor force, and 7 percent were looking for work (table 7.6a).
- Black, non-Hispanic students were more likely to report looking for work (14 percent) than were either white or Asian/Pacific Islander students (5 percent and 3 percent, respectively; table 7.6b).
- Dependent students from low-income families (less than $25,000) were more likely to report looking for work than their counterparts from families with higher incomes (16 percent versus 4 to 6 percent; table 7.6b).
- Similarly, independent low-income students were more likely to report looking for work than their counterparts with incomes of $15,000 or more (11 percent versus 2 to 3 percent; table 7.6b).

Among 1995–96 beginning postsecondary students who were no longer enrolled as of 1998 and who were working:

- Just over three-quarters (78 percent) were working full time and earning about $15,000 a year (the median full-time salary was $14,985) (table 7.7a).
- The median full-time salaries of students who had attained a certificate ($15,012) or an associate's degree ($16,577) were not measurably different from those who had left without a degree ($15,078; table 7.7a).

- Although it appears that in some fields those who did not complete a degree earned higher starting salaries than those who did complete one, the sample sizes are too small to conclude that these salaries actually differed (table 7.10).
- Those who had attained a degree or certificate were much more likely than those who had not attained one to report the following perceived benefits gained from their postsecondary enrollment: a degree or certificate had been required for their job (30 percent versus 7 percent), enrollment enabled them to earn a higher salary (67 percent versus 34 percent), and enrollment had given them the opportunity to increase their job responsibilities (71 percent versus 45 percent; table 7.11).

Table 6.1a—Percentage distribution of 1995–96 beginning postsecondary students, by level of first institution attended, by institution type and attendance patterns

	Level of first institution		
	4-year	2-year	Less-than-2-year
Total	41.1	50.2	8.7
Total 3-year persistence and attainment			
Attained, not enrolled	8.3	49.7	42.0
Attained, enrolled	17.3	74.5	8.1
No degree, enrolled	61.3	37.7	1.0
No degree, not enrolled	23.4	66.9	9.7
Highest sub-baccalaureate degree attained			
None	46.7	49.0	4.4
Certificate	5.9	45.9	48.2
Associate's degree	16.2	83.7	0.1
Control of first institution			
Public	35.4	62.4	2.2
Private, not-for-profit	93.5	5.8	0.7
Private, for-profit	4.1	32.7	63.2
Degree program at first institution			
Certificate	4.3	49.8	45.9
Associate's degree	5.3	94.7	†
Bachelor's degree	100.0	†	†
Degree goal at first institution			
None	20.5	64.4	15.1
Certificate	3.3	48.7	48.0
Associate's degree	5.4	94.6	0.0
Bachelor's degree or transfer to 4-year	75.9	24.1	0.0
Intensity pattern through 1998			
Always full-time	55.9	32.1	12.0
Mixed	29.1	67.3	3.6
Always part-time	9.6	84.1	6.3
Enrollment continuity through 1998			
Continuously enrolled	43.0	48.2	8.8
Not continuously enrolled	31.1	60.9	8.1

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.1b—Percentage distribution of 1995–96 beginning postsecondary students, by level of first institution attended, by demographic characteristics and persistence risk factors when first enrolled

	Level of first institution		
	4-year	2-year	Less-than-2-year
Total	41.1	50.2	8.7
Gender			
Male	41.0	53.4	5.6
Female	41.2	47.7	11.1
Age when first enrolled			
18 years or younger	55.9	41.3	2.8
19 years	34.2	57.1	8.6
20–23 years	22.4	58.6	19.0
24–29 years	10.0	74.0	16.0
30 or older	10.7	64.3	25.0
Race/ethnicity			
White, non-Hispanic	42.5	50.5	7.0
Black, non-Hispanic	34.6	51.0	14.4
Hispanic	34.6	53.1	12.3
Asian/Pacific Islander	53.3	38.3	8.4
American Indian/Alaskan Native	30.5	50.6	18.9
Marital status and children when first enrolled			
Single, no children (dependent)	52.3	44.3	3.4
Single, no children (independent)	17.9	63.6	18.5
Single with children	8.9	65.0	26.0
Married	12.5	65.0	22.5
Parental education			
High school diploma or less	28.6	58.4	13.0
Some postsecondary	37.6	55.6	6.8
Bachelor's degree	51.1	45.7	3.2
Advanced degree	73.4	25.1	1.4
Student/employee role 1995–96			
Did not work while enrolled	50.8	35.4	13.8
Student working to meet expenses	44.6	50.8	4.6
Employee who is enrolled	16.1	74.6	9.3
Dependent family income in 1994			
Less than $25,000	43.2	49.9	7.0
$25,000–44,999	46.0	50.0	4.0
$45,000–69,999	53.2	45.6	1.2
$70,000 or greater	67.3	31.6	1.2
Independent student income in 1994			
Less than $6,000	14.1	59.4	26.5
$6,000–14,999	11.3	63.4	25.3
$15,000–24,999	9.7	75.9	14.4
$25,000 or greater	13.4	65.0	21.7

Table 6.1b—Percentage distribution of 1995–96 beginning postsecondary students, by level of first institution attended, by demographic characteristics and persistence risk factors when first enrolled —Continued

	Level of first institution		
	4-year	2-year	Less-than-2-year
Number of risk factors when first enrolled*			
None	69.3	28.6	2.1
One	31.7	61.4	6.9
Two or three	13.7	68.6	17.7
Four or more	10.6	72.1	17.3
Delayed postsecondary enrollment			
Did not delay	54.0	43.0	3.0
Delayed	21.5	61.5	17.0
Dependency status when first enrolled			
Dependent	52.3	44.3	3.4
Independent	12.5	64.6	22.9
Number of children when first enrolled			
None	47.5	46.7	5.8
One or more	9.9	66.4	23.7
Worked while enrolled 1995–96			
Did not work	50.8	35.4	13.8
Worked part time	44.9	50.1	5.0
Worked full time	19.0	73.2	7.9

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.2a—Percentage distribution of 1995–96 beginning postsecondary students by control of first institution attended, by institution type and attendance patterns

	Control of first institution		
	Public	Private, not-for-profit	Private, for-profit
Total	73.2	15.8	11.0
Total 3-year persistence and attainment			
Attained, not enrolled	45.4	5.1	49.5
Attained, enrolled	78.0	10.1	11.9
No degree, enrolled	75.4	22.5	2.1
No degree, not enrolled	79.3	8.9	11.8
Highest sub-baccalaureate degree attained			
None	76.6	17.4	6.0
Certificate	47.2	3.6	49.3
Associate's degree	72.6	11.3	16.1
Level of first institution			
4-year	63.1	35.8	1.1
2-year	91.0	1.8	7.2
Less-than-2-year	18.8	1.3	80.0
Degree program at first institution			
Certificate	52.4	3.0	44.6
Associate's degree	91.3	3.4	5.2
Bachelor's degree	63.1	36.1	0.8
Degree goal at first institution			
None	75.1	9.0	16.0
Certificate	50.8	2.9	46.3
Associate's degree	88.2	3.9	7.9
Bachelor's degree or transfer to 4-year	71.7	27.2	1.1
Intensity pattern through 1998			
Always full-time	63.4	21.6	15.0
Mixed	84.2	10.3	5.5
Always part-time	89.6	3.6	6.8
Enrollment continuity through 1998			
Continuously enrolled	72.3	16.6	11.1
Not continuously enrolled	79.7	10.3	10.0

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.2b—Percentage distribution of 1995–96 beginning postsecondary students by control of first institution attended, by demographic characteristics and persistence risk factors when first enrolled

	Control of first institution		
	Public	Private, not-for-profit	Private, for-profit
Total	73.2	15.8	11.0
Gender			
Male	76.9	15.5	7.6
Female	70.3	16.0	13.7
Age when first enrolled			
18 years or younger	74.2	21.1	4.7
19 years	76.4	12.6	11.0
20–23 years	66.3	9.0	24.6
24–29 years	72.9	5.1	22.0
30 or older	71.0	5.4	23.6
Race/ethnicity			
White, non-Hispanic	75.3	16.2	8.5
Black, non-Hispanic	68.9	13.1	18.0
Hispanic	68.7	13.6	17.7
Asian/Pacific Islander	71.6	18.8	9.6
American Indian/Alaskan Native	69.9	9.4	20.7
Marital status and children when first enrolled			
Single, no children (dependent)	74.9	19.7	5.4
Single, no children (independent)	70.1	8.3	21.6
Single with children	64.0	3.6	32.4
Married	71.5	6.4	22.1
Parental education			
High school diploma or less	74.1	10.2	15.8
Some postsecondary	77.5	13.8	8.7
Bachelor's degree	77.4	17.5	5.1
Advanced degree	64.6	33.3	2.2
Student/employee role 1995–96			
Did not work while enrolled	66.3	18.0	15.7
Student working to meet expenses	75.5	17.6	6.9
Employee who is enrolled	81.8	6.1	12.1
Dependent family income in 1994			
Less than $25,000	74.6	15.1	10.3
$25,000–44,999	75.7	17.9	6.4
$45,000–69,999	77.8	19.4	2.8
$70,000 or greater	71.6	26.6	1.8
Independent student income in 1994			
Less than $6,000	59.1	8.5	32.5
$6,000–14,999	67.0	5.1	27.9
$15,000–24,999	79.2	5.3	15.5
$25,000 or greater	71.8	5.1	23.1

Table 6.2b—Percentage distribution of 1995–96 beginning postsecondary students by control of first institution attended, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Control of first institution		
	Public	Private, not-for-profit	Private, for-profit
Number of risk factors when first enrolled*			
None	69.3	27.0	3.8
One	79.1	10.8	10.1
Two or three	75.4	5.7	19.0
Four or more	73.7	4.9	21.4
Delayed postsecondary enrollment			
Did not delay	74.3	20.5	5.2
Delayed	72.0	8.6	19.4
Dependency status when first enrolled			
Dependent	74.9	19.7	5.4
Independent	68.0	6.2	25.8
Number of children when first enrolled			
None	74.1	18.2	7.8
One or more	68.3	4.4	27.4
Worked while enrolled 1995–96			
Did not work	66.3	18.0	15.7
Worked part time	74.2	18.0	7.8
Worked full time	82.3	7.2	10.5

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.3a—Percentage distribution of 1995–96 beginning postsecondary students by level and control of first institution attended, by institution type and attendance patterns

	Type of first institution							
	4-year			2-year			Less-than-2-year	
	Public	Private, not-for-profit	Private, for-profit	Public	Private, not-for-profit	Private, for-profit	Public	Private, for-profit
Total	25.9	14.7	0.5	45.8	0.9	3.6	1.6	7.0
Total 3-year persistence and attainment								
Attained, not enrolled	5.1	2.4	0.8	33.3	2.5	13.9	7.0	34.8
Attained, enrolled	9.3	7.5	0.5	67.6	2.3	4.9	1.3	6.6
No degree, enrolled	38.8	22.1	0.4	36.4	0.4	1.0	0.2	0.8
No degree, not enrolled	15.2	7.8	0.5	62.0	1.0	4.1	2.2	7.3
Highest sub-baccalaureate degree attained								
None	29.6	16.7	0.4	46.2	0.6	2.2	1.0	3.4
Certificate	3.5	2.2	0.3	35.9	1.1	9.0	7.9	40.1
Associate's degree	8.9	6.0	1.3	63.6	5.3	14.8	0.1	0.0
Level of first institution								
4-year	63.1	35.8	1.1	†	†	†	†	†
2-year	†	†	†	91.0	1.8	7.2	†	†
Less-than-2-year	†	†	†	†	†	†	19.0	81.0
Control of first institution								
Public	35.4	†	†	62.4	†	†	2.2	†
Private, not-for-profit	†	94.2	†	†	5.9	†	†	†
Private, for-profit	†	†	4.1	†	†	32.7	†	63.2
Degree program at first institution								
Certificate	2.8	1.6	0.0	41.3	0.8	8.0	8.7	36.9
Associate's degree	3.3	1.7	0.3	88.1	1.8	4.9	†	†
Bachelor's degree	63.1	36.1	0.8	†	†	†	†	†
Degree goal at first institution								
None	12.8	7.3	0.5	59.2	1.4	3.9	3.2	11.7
Certificate	2.0	1.3	0.0	38.3	1.2	9.4	10.7	37.1
Associate's degree	3.2	1.6	0.6	85.0	2.3	7.3	0.0	0.0
Bachelor's degree or transfer to 4-year	48.2	27.0	0.7	23.5	0.2	0.4	0.0	0.0
Intensity pattern through 1998								
Always full-time	35.0	20.4	0.5	26.4	1.1	4.7	2.1	9.8
Mixed	19.2	9.6	0.4	64.1	0.7	2.5	0.9	2.6
Always part-time	6.4	2.9	0.3	82.0	0.5	1.7	1.4	4.8
Enrollment continuity through 1998								
Continuously enrolled	26.9	15.7	0.5	43.7	0.8	3.7	1.8	6.9
Not continuously enrolled	21.7	9.1	0.4	56.8	1.1	3.0	1.3	6.7

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.3b—Percentage distribution of 1995–96 beginning postsecondary students by level and control of first institution attended, by demographic characteristics and persistence risk factors when first enrolled

	Type of first institution							
	4-year			2-year			Less-than-2-year	
	Public	Private, not-for-profit	Private, for-profit	Public	Private, not-for-profit	Private, for-profit	Public	Private, for-profit
Total	25.9	14.7	0.5	45.8	0.9	3.6	1.6	7.0
Gender								
Male	26.0	14.4	0.7	49.6	1.0	3.0	1.4	4.0
Female	25.8	15.1	0.3	42.7	0.9	4.2	1.8	9.3
Age when first enrolled								
18 years or younger	35.3	20.4	0.3	38.4	0.7	2.2	0.6	2.2
19 years	22.1	11.5	0.7	52.7	1.1	3.4	1.7	6.9
20–23 years	14.5	7.1	0.8	50.0	1.9	6.8	1.9	17.1
24–29 years	5.5	4.1	0.4	65.0	0.9	8.2	2.5	13.4
30 or older	6.6	3.6	0.7	58.6	1.2	4.9	6.3	18.3
Race/ethnicity								
White, non-Hispanic	27.0	15.3	0.3	46.5	0.8	3.2	1.8	5.0
Black, non-Hispanic	22.0	12.2	0.4	45.3	0.7	5.1	1.7	12.6
Hispanic	21.2	12.3	1.2	46.8	1.2	5.3	0.8	11.3
Asian/Pacific Islander	35.0	17.5	0.8	35.1	1.3	1.9	1.5	6.9
American Indian/Alaskan Native	26.0	4.0	0.6	43.4	5.0	2.4	0.8	17.9
Marital status and children when first enrolled								
Single, no children (dependent)	33.0	18.9	0.4	41.2	0.8	2.4	0.7	2.7
Single, no children (independent)	10.9	6.2	0.8	56.6	1.7	5.5	2.8	15.4
Single with children	5.5	2.9	0.6	54.2	0.5	10.5	4.4	21.4
Married	7.9	4.4	0.3	59.2	1.7	4.4	4.7	17.5
Parental education								
High school diploma or less	19.2	8.9	0.6	52.7	1.1	4.7	2.4	10.4
Some postsecondary	24.5	12.7	0.3	51.2	1.0	3.4	1.8	5.0
Bachelor's degree	34.1	16.7	0.3	42.7	0.7	2.3	0.7	2.5
Advanced degree	40.3	32.9	0.2	24.1	0.4	0.7	0.2	1.3
Student/employee role 1995–96								
Did not work while enrolled	33.9	16.7	0.3	29.7	1.1	4.6	2.8	10.8
Student working to meet expenses	27.4	16.6	0.6	46.8	1.0	3.0	1.3	3.3
Employee who is enrolled	10.6	5.1	0.4	69.5	0.8	4.4	1.9	7.4
Dependent family income in 1994								
Less than $25,000	28.4	13.8	0.9	45.0	1.2	3.7	1.2	5.6
$25,000–44,999	28.4	17.2	0.4	46.3	0.7	3.0	1.0	3.1
$45,000–69,999	34.2	18.8	0.2	43.3	0.6	1.8	0.4	0.8
$70,000 or greater	41.1	26.0	0.2	30.2	0.7	0.8	0.3	0.9

Table 6.3b—Percentage distribution of 1995–96 beginning postsecondary students by level and control of first institution attended, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Type of first institution							
	4-year			2-year			Less-than-2-year	
	Public	Private, not-for-profit	Private, for-profit	Public	Private, not-for-profit	Private, for-profit	Public	Private, for-profit
Independent student income in 1994								
Less than $6,000	7.0	6.6	0.7	49.4	1.3	9.1	3.1	22.9
$6,000–14,999	7.1	3.8	0.3	54.9	1.2	7.4	5.1	20.2
$15,000–24,999	5.8	3.5	0.3	70.2	1.7	4.1	3.2	11.2
$25,000 or greater	9.0	3.6	0.8	57.9	0.9	6.6	5.4	15.8
Number of risk factors when first enrolled*								
None	42.7	26.2	0.4	26.1	0.7	1.8	0.5	1.6
One	21.6	9.6	0.5	56.4	1.1	4.0	1.2	5.6
Two or three	8.7	4.5	0.6	63.5	1.1	4.1	3.3	14.2
Four or more	6.7	3.4	0.5	63.9	1.2	7.2	3.3	13.7
Delayed postsecondary enrollment								
Did not delay	33.9	19.8	0.4	39.9	0.7	2.4	0.6	2.4
Delayed	14.0	7.0	0.6	54.7	1.4	5.5	3.5	13.3
Dependency status when first enrolled								
Dependent	33.0	18.9	0.4	41.2	0.8	2.4	0.7	2.7
Independent	7.5	4.5	0.6	56.5	1.3	7.0	4.2	18.4
Number of children when first enrolled								
None	29.9	17.2	0.5	43.1	0.9	2.8	1.2	4.6
One or more	6.5	3.0	0.5	57.9	1.0	7.8	4.2	19.2
Worked while enrolled 1995–96								
Did not work	33.9	16.7	0.3	29.7	1.1	4.6	2.8	10.8
Worked part time	27.4	17.0	0.5	45.7	1.0	3.4	1.1	3.8
Worked full time	12.2	6.1	0.7	68.2	1.0	4.1	1.9	5.8

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.4a—Percentage distribution of 1995–96 beginning postsecondary students by gender, by institution type and attendance patterns

	Male	Female
Total	45.5	54.5
Total 3-year persistence and attainment		
Attained, not enrolled	36.4	63.6
Attained, enrolled	50.1	49.9
No degree, enrolled	47.1	52.9
No degree, not enrolled	45.5	54.5
Highest sub-baccalaureate degree attained		
None	46.4	53.6
Certificate	37.5	62.5
Associate's degree	46.4	53.6
Type of first institution		
4-year		
Public	45.6	54.4
Private, not-for-profit	44.3	55.7
Private, for-profit	64.7	35.3
2-year		
Public	49.2	50.8
Private, not-for-profit	48.2	51.8
Private, for-profit	37.0	63.0
Less-than-2-year		
Public	40.0	60.0
Private, for-profit	26.7	73.3
Level of first institution		
4-year	45.4	54.6
2-year	48.3	51.7
Less-than-2-year	29.7	70.3
Control of first institution		
Public	47.8	52.3
Private, not-for-profit	44.7	55.3
Private, for-profit	31.7	68.3
Degree program at first institution		
Certificate	36.8	63.2
Associate's degree	49.4	50.6
Bachelor's degree	45.5	54.5
Degree goal at first institution		
None	43.1	56.9
Certificate	37.7	62.3
Associate's degree	45.4	54.6
Bachelor's degree or transfer to 4-year	47.0	53.0
Intensity pattern through 1998		
Always full-time	45.9	54.1
Mixed	45.0	55.0
Always part-time	45.3	54.7
Enrollment continuity through 1998		
Continuously enrolled	44.6	55.4
Not continuously enrolled	50.4	49.6

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.4b—Percentage distribution of 1995–96 beginning postsecondary students by gender, by demographic characteristics and persistence risk factors when first enrolled

	Male	Female
Total	45.5	54.5
Age when first enrolled		
18 years or younger	45.1	54.9
19 years	54.4	45.6
20–23 years	50.7	49.3
24–29 years	40.2	59.8
30 or older	36.4	63.6
Race/ethnicity		
White, non-Hispanic	46.2	53.8
Black, non-Hispanic	39.1	60.9
Hispanic	45.8	54.2
Asian/Pacific Islander	48.5	51.5
American Indian/Alaskan Native	36.8	63.3
Marital status and children when first enrolled		
Single, no children (dependent)	49.1	50.9
Single, no children (independent)	49.1	50.9
Single with children	19.5	80.5
Married	38.8	61.2
Parental education		
High school diploma or less	42.8	57.3
Some postsecondary	41.7	58.3
Bachelor's degree	52.8	47.3
Advanced degree	47.8	52.2
Student/employee role 1995–96		
Did not work while enrolled	41.4	58.6
Student working to meet expenses	46.9	53.1
Employee who is enrolled	44.0	56.0
Dependent family income in 1994		
Less than $25,000	47.3	52.7
$25,000–44,999	45.8	54.2
$45,000–69,999	52.7	47.3
$70,000 or greater	51.0	49.1
Independent student income in 1994		
Less than $6,000	32.0	68.0
$6,000–14,999	36.1	63.9
$15,000–24,999	43.4	56.6
$25,000 or greater	33.1	66.9

Table 6.4b—Percentage distribution of 1995–96 beginning postsecondary students by gender, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Male	Female
Number of risk factors when first enrolled*		
None	47.1	52.9
One	48.3	51.7
Two or three	50.5	49.5
Four or more	31.2	68.8
Delayed postsecondary enrollment		
Did not delay	46.2	53.8
Delayed	44.9	55.1
Dependency status when first enrolled		
Dependent	49.1	50.9
Independent	34.9	65.1
Number of children when first enrolled		
None	48.5	51.5
One or more	28.5	71.5
Worked while enrolled 1995–96		
Did not work	41.4	58.6
Worked part time	43.6	56.4
Worked full time	51.8	48.2

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.5a—Percentage distribution of 1995–96 beginning postsecondary students by age when they began, by institution type and attendance patterns

	18 years or younger	19 years	20–23 years	24–29 years	30 or older
Total	58.0	13.0	10.3	7.6	11.2
Total 3-year persistence and attainment					
Attained, not enrolled	26.1	12.5	17.9	20.2	23.3
Attained, enrolled	65.9	8.2	11.8	5.5	8.6
No degree, enrolled	73.4	13.5	6.0	2.9	4.2
No degree, not enrolled	42.1	12.8	14.7	11.2	19.3
Highest sub-baccalaureate degree attained					
None	61.5	13.3	9.3	6.1	9.8
Certificate	24.5	10.3	18.7	21.5	25.1
Associate's degree	69.1	12.9	8.0	4.0	6.0
Type of first institution					
4-year					
Public	78.8	11.0	5.8	1.6	2.8
Private, not-for-profit	80.1	10.1	5.0	2.1	2.7
Private, for-profit	42.0	18.6	17.2	6.4	15.8
2-year					
Public	48.7	15.0	11.3	10.8	14.3
Private, not-for-profit	41.1	15.4	21.5	7.3	14.8
Private, for-profit	35.8	12.2	19.5	17.4	15.1
Less-than-2-year					
Public	20.7	13.3	11.8	11.6	42.6
Private, for-profit	18.1	12.9	25.4	14.5	29.2
Level of first institution					
4-year	78.8	10.8	5.6	1.8	2.9
2-year	47.7	14.8	12.1	11.2	14.3
Less-than-2-year	18.6	12.9	22.5	13.9	32.1
Control of first institution					
Public	58.7	13.5	9.4	7.5	10.9
Private, not-for-profit	77.4	10.4	5.9	2.4	3.8
Private, for-profit	24.8	12.9	23.1	15.1	24.0
Degree program at first institution					
Certificate	23.1	11.8	18.5	19.1	27.5
Associate's degree	53.4	15.5	11.4	7.8	12.0
Bachelor's degree	80.5	10.7	5.1	1.6	2.2
Degree goal at first institution					
None	42.9	14.0	11.2	7.7	24.1
Certificate	21.4	13.0	16.1	22.0	27.5
Associate's degree	50.4	13.1	13.8	10.4	12.3
Bachelor's degree or transfer to 4-year	75.2	13.1	6.1	2.4	3.3
Intensity pattern through 1998					
Always full-time	67.0	12.5	8.6	4.8	7.0
Mixed	58.8	15.2	11.6	6.8	7.7
Always part-time	20.6	9.6	14.8	19.8	35.2
Enrollment continuity through 1998					
Continuously enrolled	58.7	12.1	8.9	8.3	12.2
Not continuously enrolled	52.8	17.2	18.4	4.3	7.3

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.5b—Percentage distribution of 1995–96 beginning postsecondary students by age when they began, by demographic characteristics and persistence risk factors when first enrolled

	18 years or younger	19 years	20–23 years	24–29 years	30 or older
Total	58.0	13.0	10.3	7.6	11.2
Gender					
Male	57.5	15.5	11.4	6.7	9.0
Female	58.4	10.9	9.3	8.3	13.1
Race/ethnicity					
White, non-Hispanic	61.2	12.1	7.5	7.0	12.3
Black, non-Hispanic	46.4	13.0	18.4	13.3	9.0
Hispanic	55.0	14.7	15.2	5.8	9.3
Asian/Pacific Islander	57.1	14.1	12.5	9.2	7.2
American Indian/Alaskan Native	32.2	20.0	20.7	7.8	19.3
Marital status and children when first enrolled					
Single, no children (dependent)	76.9	15.5	7.6	0.0	0.0
Single, no children (independent)	14.3	6.2	16.0	34.6	28.9
Single with children	13.2	8.9	25.9	25.9	26.2
Married	2.5	2.5	12.3	26.4	56.4
Parental education					
High school diploma or less	45.7	11.6	13.2	10.6	19.0
Some postsecondary	61.7	16.1	10.0	8.8	3.4
Bachelor's degree	68.4	17.4	7.5	3.6	3.1
Advanced degree	81.9	9.5	4.4	1.9	2.3
Student/employee role 1995–96					
Did not work while enrolled	58.0	11.0	10.1	6.3	14.7
Student working to meet expenses	69.0	15.6	8.0	4.0	3.5
Employee who is enrolled	27.9	13.2	14.8	20.1	24.1
Dependent family income in 1994					
Less than $25,000	67.8	18.4	13.8	†	†
$25,000–44,999	77.0	15.9	7.1	†	†
$45,000–69,999	78.5	16.6	5.0	†	†
$70,000 or greater	85.1	10.8	4.1	†	†
Independent student income in 1994					
Less than $6,000	22.8	15.0	20.9	15.0	26.3
$6,000–14,999	4.8	5.1	22.2	35.9	32.0
$15,000–24,999	2.0	1.5	14.1	43.8	38.6
$25,000 or greater	0.5	0.7	8.1	19.8	71.0

Table 6.5b—Percentage distribution of 1995–96 beginning postsecondary students by age when they began, by demographic characteristics and persistence risk factors when first enrolled—Continued

	18 years or younger	19 years	20–23 years	24–29 years	30 or older
Number of risk factors when first enrolled*					
None	87.3	11.2	1.5	0.0	0.0
One	67.6	20.7	10.1	0.5	1.2
Two or three	27.8	14.7	23.3	12.5	21.7
Four or more	5.9	6.7	17.9	32.4	37.2
Delayed postsecondary enrollment					
Did not delay	89.9	10.1	0.1	0.0	0.0
Delayed	5.2	18.5	27.4	19.9	29.0
Dependency status when first enrolled					
Dependent	76.9	15.5	7.6	0.0	0.0
Independent	7.9	5.9	17.0	29.4	39.8
Number of children when first enrolled					
None	68.0	14.0	8.7	4.0	5.2
One or more	8.4	6.5	19.6	27.4	38.2
Worked while enrolled 1995–96					
Did not work	58.0	11.0	10.1	6.3	14.7
Worked part time	69.9	14.9	7.0	3.3	4.9
Worked full time	30.9	13.2	16.8	18.7	20.5

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

†Students over 23 are independent by definition.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 6.6a—Percentage distribution of 1995–96 beginning postsecondary students by race/ethnicity, by institution type and attendance patterns

	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Total	68.9	11.5	14.1	4.6	0.9
Total 3-year persistence and attainment					
Attained, not enrolled	67.2	13.9	16.3	2.1	0.5
Attained, enrolled	68.9	14.5	13.2	3.1	0.3
No degree, enrolled	70.8	8.8	13.9	5.7	0.8
No degree, not enrolled	66.9	14.3	13.7	4.0	1.2
Highest sub-baccalaureate degree attained					
None	69.2	11.0	13.8	5.0	0.9
Certificate	62.7	16.8	17.5	2.5	0.5
Associate's degree	77.5	8.9	10.0	3.1	0.5
Type of first institution					
4-year					
Public	71.6	9.7	11.5	6.3	0.9
Private, not-for-profit	72.5	9.7	12.0	5.6	0.2
Private, for-profit	42.3	9.5	38.4	8.7	1.1
2-year					
Public	69.9	11.4	14.4	3.6	0.8
Private, not-for-profit	61.9	9.2	17.7	6.5	4.7
Private, for-profit	60.7	16.0	20.4	2.4	0.6
Less-than-2-year					
Public	76.9	11.7	6.8	4.2	0.4
Private, for-profit	49.6	20.7	22.9	4.6	2.2
Level of first institution					
4-year	71.6	9.7	12.0	6.0	0.6
2-year	69.1	11.6	14.9	3.5	0.9
Less-than-2-year	54.9	19.0	19.9	4.4	1.9
Control of first institution					
Public	70.7	10.8	13.2	4.5	0.8
Private, not-for-profit	71.8	9.7	12.4	5.6	0.5
Private, for-profit	53.0	18.7	22.7	4.0	1.6
Degree program at first institution					
Certificate	59.0	18.0	18.7	3.2	1.2
Associate's degree	70.7	10.2	14.5	3.8	0.9
Bachelor's degree	71.8	9.7	11.5	6.4	0.7
Degree goal at first institution					
None	71.7	11.2	14.8	1.7	0.6
Certificate	60.4	16.8	19.7	2.5	0.7
Associate's degree	71.0	12.0	12.0	4.3	0.6
Bachelor's degree or transfer to 4-year	68.6	10.9	13.4	6.3	0.9
Intensity pattern through 1998					
Always full-time	71.2	10.7	13.0	4.4	0.9
Mixed	65.3	13.0	15.3	5.5	0.8
Always part-time	68.4	11.3	15.7	3.5	1.2
Enrollment continuity through 1998					
Continuously enrolled	69.2	11.2	14.0	4.8	0.9
Not continuously enrolled	67.9	12.8	14.7	3.7	0.9

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.6b—Percentage distribution of 1995–96 beginning postsecondary students by race/ethnicity, by demographic characteristics and persistence risk factors when first enrolled

	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Total	68.9	11.5	14.1	4.6	0.9
Gender					
Male	70.1	9.9	14.3	5.0	0.7
Female	67.8	12.8	14.1	4.4	1.0
Age when first enrolled					
18 years or younger	72.5	9.2	13.3	4.6	0.5
19 years	65.5	11.8	16.2	5.1	1.4
20–23 years	50.8	20.8	21.0	5.7	1.8
24–29 years	62.8	20.0	10.8	5.6	0.9
30 or older	74.8	9.2	11.6	3.0	1.5
Marital status and children when first enrolled					
Single, no children (dependent)	70.6	9.2	14.4	5.0	0.7
Single, no children (independent)	72.8	8.6	12.6	5.4	0.6
Single with children	49.8	31.0	15.8	1.3	2.0
Married	74.8	9.5	10.4	3.9	1.4
Parental education					
High school diploma or less	61.1	13.2	20.5	4.5	0.7
Some postsecondary	72.9	13.7	9.8	2.7	0.9
Bachelor's degree	75.6	11.0	7.4	5.8	0.3
Advanced degree	81.6	5.1	5.5	6.0	1.8
Student/employee role 1995–96					
Did not work while enrolled	65.3	12.8	14.6	6.7	0.6
Student working to meet expenses	70.9	10.5	13.2	4.5	0.9
Employee who is enrolled	69.1	14.7	13.2	2.1	1.0
Dependent family income in 1994					
Less than $25,000	49.8	16.4	24.2	8.7	1.0
$25,000–44,999	70.9	9.9	14.9	3.9	0.4
$45,000–69,999	81.7	6.1	8.9	2.9	0.5
$70,000 or greater	81.6	3.9	9.1	4.4	0.9
Independent student income in 1994					
Less than $6,000	56.7	23.3	15.7	2.3	2.1
$6,000–14,999	68.5	17.3	9.8	3.6	0.8
$15,000–24,999	65.4	15.8	13.1	5.3	0.5
$25,000 or greater	73.0	11.5	10.9	2.6	2.1
Number of risk factors when first enrolled*					
None	74.4	8.1	11.3	5.6	0.5
One	66.4	10.6	18.0	4.3	0.8
Two or three	65.6	11.8	17.6	3.5	1.5
Four or more	62.9	20.4	11.7	3.6	1.4

Table 6.6b—Percentage distribution of 1995–96 beginning postsecondary students by race/ethnicity, by demographic characteristics and persistence risk factors when first enrolled—Continued

	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Delayed postsecondary enrollment					
Did not delay	72.0	9.0	13.9	4.5	0.6
Delayed	64.8	14.5	14.4	4.9	1.3
Dependency status when first enrolled					
Dependent	70.6	9.2	14.4	5.0	0.7
Independent	65.7	17.1	12.2	3.6	1.4
Number of children when first enrolled					
None	71.2	9.1	14.0	5.1	0.7
One or more	59.1	22.6	14.4	2.0	1.9
Worked while enrolled 1995–96					
Did not work	65.3	12.8	14.6	6.7	0.6
Worked part time	70.6	10.5	14.0	3.9	1.0
Worked full time	69.3	12.7	13.6	3.7	0.6

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.7a—Percentage distribution of 1995–96 beginning postsecondary students by marital and parental status when they first began, by institution type and attendance patterns

	Single, no children	Single with children	Married with children	Married, no children
Total	80.7	9.1	6.4	3.9
Total 3-year persistence and attainment				
Attained, not enrolled	56.6	19.3	13.6	10.5
Attained, enrolled	83.5	13.3	2.2	1.0
No degree, enrolled	92.5	3.9	2.2	1.5
No degree, not enrolled	69.1	13.2	11.6	6.1
Highest sub-baccalaureate degree attained				
None	83.6	7.5	5.7	3.2
Certificate	54.1	21.6	14.2	10.1
Associate's degree	86.3	8.9	2.4	2.4
Type of first institution				
4-year				
Public	95.0	1.9	1.9	1.2
Private, not-for-profit	95.3	1.7	1.4	1.6
Private, for-profit	81.1	11.5	4.3	3.1
2-year				
Public	75.8	10.8	8.9	4.5
Private, not-for-profit	76.4	5.2	11.0	7.4
Private, for-profit	60.4	26.9	7.2	5.5
Less-than-2-year				
Public	45.7	24.5	15.3	14.5
Private, for-profit	45.3	28.4	15.0	11.3
Level of first institution				
4-year	95.0	1.9	1.7	1.4
2-year	74.7	11.8	8.8	4.7
Less-than-2-year	45.4	27.5	15.3	11.8
Control of first institution				
Public	82.0	7.9	6.5	3.5
Private, not-for-profit	93.8	2.0	2.2	2.0
Private, for-profit	51.8	27.2	12.0	9.0
Degree program at first institution				
Certificate	48.0	26.0	15.9	10.1
Associate's degree	81.0	8.4	6.9	3.8
Bachelor's degree	96.1	1.6	1.4	1.0
Degree goal at first institution				
None	68.7	12.8	10.9	7.6
Certificate	49.7	23.4	16.5	10.5
Associate's degree	75.3	12.7	7.9	4.1
Bachelor's degree or transfer to 4-year	94.2	2.6	1.9	1.3
Intensity pattern through 1998				
Always full-time	86.3	7.5	3.6	2.7
Mixed	82.8	8.8	4.7	3.7
Always part-time	54.0	15.6	21.2	9.2
Enrollment continuity through 1998				
Continuously enrolled	80.4	8.6	6.9	4.0
Not continuously enrolled	81.8	11.2	3.9	3.1

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.7b—Percentage distribution of 1995–96 beginning postsecondary students by marital and parental status when they first began, by demographic characteristics and persistence risk factors when first enrolled

	Single, no children	Single with children	Married with children	Married, no children
Total	80.7	9.1	6.4	3.9
Gender				
Male	87.3	3.9	5.8	3.0
Female	75.1	13.4	6.9	4.7
Age when first enrolled				
18 years or younger	97.5	2.0	0.2	0.3
19 years	91.7	6.3	1.5	0.5
20–23 years	65.3	22.6	6.6	5.5
24–29 years	33.7	30.7	24.8	10.9
30 or older	20.9	22.9	34.2	22.0
Race/ethnicity				
White, non-Hispanic	82.3	6.6	6.7	4.5
Black, non-Hispanic	65.9	25.3	6.2	2.7
Hispanic	82.0	10.3	5.7	2.0
Asian/Pacific Islander	88.5	2.6	4.3	4.6
American Indian/Alaskan Native	63.1	21.0	12.0	3.9
Parental education				
High school diploma or less	72.0	12.6	9.9	5.5
Some postsecondary	83.8	9.6	4.3	2.3
Bachelor's degree	91.6	5.1	1.4	1.9
Advanced degree	94.8	2.7	1.3	1.2
Student/employee role 1995–96				
Did not work while enrolled	78.0	11.0	5.5	5.5
Student working to meet expenses	90.3	5.0	3.1	1.6
Employee who is enrolled	59.0	17.4	16.1	7.5
Dependent family income in 1994				
Less than $25,000	100.0	†	†	†
$25,000–44,999	100.0	†	†	†
$45,000–69,999	100.0	†	†	†
$70,000 or greater	100.0	†	†	†
Independent student income in 1994				
Less than $6,000	33.1	54.9	7.4	4.7
$6,000–14,999	32.8	41.6	17.1	8.5
$15,000–24,999	27.8	29.8	27.5	14.8
$25,000 or greater	7.2	11.5	48.3	33.0
Number of risk factors when first enrolled*				
None	100.0	0.0	0.0	0.0
One	99.0	0.0	0.0	1.0
Two or three	68.6	7.7	10.3	13.3
Four or more	17.9	47.4	27.8	7.0

Table 6.7b—Percentage distribution of 1995–96 beginning postsecondary students by marital and parental status when they first began, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Single, no children	Single with children	Married with children	Married, no children
Delayed postsecondary enrollment				
Did not delay	97.6	2.0	0.2	0.2
Delayed	53.3	20.2	16.5	10.0
Worked while enrolled 1995–96				
Did not work	78.0	11.0	5.5	5.5
Worked part time	89.0	5.4	3.0	2.7
Worked full time	65.0	14.4	15.5	5.2

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

†Married students and students with children are independent by definition.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.8a—Percentage distribution of 1995–96 beginning postsecondary students by family income in 1994, by institution type and attendance patterns

	Dependent family income in 1994			
	Less than $25,000	$25,000–44,999	$45,000–69,999	$70,000 or greater
Total	26.7	24.2	24.2	24.8
Total 3-year persistence and attainment				
Attained, not enrolled	38.1	29.7	17.9	14.3
Attained, enrolled	33.0	21.4	26.2	19.4
No degree, enrolled	23.1	23.0	24.0	30.0
No degree, not enrolled	32.1	26.1	26.6	15.2
Highest sub-baccalaureate degree attained				
None	25.6	23.9	24.6	25.9
Certificate	41.4	29.5	17.6	11.5
Associate's degree	30.7	24.6	24.5	20.2
Type of first institution				
4-year				
Public	23.0	20.9	25.1	31.0
Private, not-for-profit	19.6	22.0	24.2	34.2
Private, for-profit	58.8	19.9	10.9	10.3
2-year				
Public	29.2	27.2	25.5	18.2
Private, not-for-profit	41.2	21.5	16.8	20.6
Private, for-profit	42.5	30.9	18.4	8.3
Less-than-2-year				
Public	45.3	31.6	13.4	9.6
Private, for-profit	56.6	27.9	7.4	8.2
Level of first institution				
4-year	22.1	21.3	24.7	32.0
2-year	30.1	27.3	24.9	17.7
Less-than-2-year	54.5	28.5	8.6	8.4
Control of first institution				
Public	26.6	24.4	25.2	23.7
Private, not-for-profit	20.6	22.0	23.9	33.6
Private, for-profit	50.7	28.5	12.4	8.4
Degree program at first institution				
Certificate	45.5	26.6	15.8	12.1
Associate's degree	29.2	27.8	25.2	17.9
Bachelor's degree	21.3	20.7	25.0	33.1
Degree goal at first institution				
None	23.6	28.6	31.1	16.7
Certificate	42.8	31.6	17.2	8.4
Associate's degree	31.9	26.7	25.4	16.0
Bachelor's degree or transfer to 4-year	22.8	22.7	24.4	30.0
Intensity pattern through 1998				
Always full-time	26.2	22.6	23.6	27.5
Mixed	27.1	26.5	25.5	20.9
Always part-time	30.8	25.7	25.5	18.0
Enrollment continuity through 1998				
Continuously enrolled	26.2	23.4	24.2	26.2
Not continuously enrolled	29.9	27.7	25.4	17.0

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.8b—Percentage distribution of 1995–96 beginning postsecondary students by family income in 1994, by demographic characteristics and persistence risk factors when first enrolled

	Dependent family income in 1994			
	Less than $25,000	$25,000–44,999	$45,000–69,999	$70,000 or greater
Total	26.7	24.2	24.2	24.8
Gender				
Male	25.8	22.5	26.0	25.8
Female	27.7	25.8	22.6	24.0
Age when first enrolled				
18 years or younger	23.6	24.1	24.8	27.5
19 years	31.9	24.8	25.9	17.4
20–23 years	48.4	22.5	15.8	13.4
Race/ethnicity				
White, non-Hispanic	18.8	24.3	28.3	28.7
Black, non-Hispanic	47.2	26.0	16.2	10.6
Hispanic	44.5	25.0	15.0	15.6
Asian/Pacific Islander	45.7	18.7	13.8	21.8
American Indian/Alaskan Native	36.2	12.7	17.9	33.2
Parental education				
High school diploma or less	41.2	26.5	22.0	10.3
Some postsecondary	24.1	28.8	29.1	18.0
Bachelor's degree	19.9	24.2	26.0	29.9
Advanced degree	8.3	14.2	23.4	54.0
Student/employee role 1995–96				
Did not work while enrolled	28.9	18.9	21.9	30.4
Student working to meet expenses	23.8	26.6	27.5	22.1
Employee who is enrolled	27.3	29.1	25.7	18.0
Number of risk factors when first enrolled*				
None	23.7	22.1	25.5	28.8
One	31.1	28.8	21.8	18.4
Two or three	32.8	25.5	22.9	18.9
Four or more	—	—	—	—
Delayed postsecondary enrollment				
Did not delay	24.2	24.0	24.9	26.9
Delayed	37.9	24.6	21.0	16.5
Worked while enrolled 1995–96				
Did not work	28.9	18.9	21.9	30.4
Worked part time	25.1	26.1	26.9	21.9
Worked full time	25.4	29.9	24.9	19.8

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.9a—Percentage distribution of 1995–96 beginning postsecondary students by student income in 1994, by institution type and attendance patterns

	Independent student income in 1994			
	Less than $6,000	$6,000–14,999	$15,000–24,999	$25,000 or greater
Total	25.2	25.8	24.2	24.8
Total 3-year persistence and attainment				
Attained, not enrolled	22.4	29.3	29.4	19.0
Attained, enrolled	37.1	15.6	32.2	15.2
No degree, enrolled	26.7	28.0	22.4	22.9
No degree, not enrolled	25.1	23.9	22.3	28.7
Highest sub-baccalaureate degree attained				
None	25.5	25.2	22.3	27.0
Certificate	23.9	26.0	31.5	18.7
Associate's degree	26.7	36.6	19.1	17.6
Type of first institution				
4-year				
Public	24.2	25.6	19.6	30.6
Private, not-for-profit	37.7	22.6	19.2	20.5
Private, for-profit	—	—	—	—
2-year				
Public	21.4	24.5	29.4	24.7
Private, not-for-profit	25.7	23.8	33.0	17.6
Private, for-profit	33.6	28.1	14.4	23.9
Less-than-2-year				
Public	18.6	31.0	18.6	31.8
Private, for-profit	32.8	29.6	15.4	22.2
Level of first institution				
4-year	29.4	24.0	19.3	27.3
2-year	22.8	24.8	27.9	24.5
Less-than-2-year	30.3	29.6	15.8	24.3
Control of first institution				
Public	21.6	25.0	27.7	25.7
Private, not-for-profit	35.8	22.1	21.3	20.9
Private, for-profit	33.0	28.9	15.1	23.0
Degree program at first institution				
Certificate	23.1	25.6	26.6	24.8
Associate's degree	26.7	26.8	22.5	24.0
Bachelor's degree	29.0	21.6	20.7	28.8
Degree goal at first institution				
None	27.0	23.7	20.1	29.2
Certificate	21.1	28.5	27.9	22.5
Associate's degree	24.8	25.1	22.9	27.3
Bachelor's degree or transfer to 4-year	31.1	26.5	17.2	25.2
Intensity pattern through 1998				
Always full-time	34.1	29.0	17.3	19.6
Mixed	29.9	29.1	25.6	15.4
Always part-time	11.9	19.5	31.4	37.2
Enrollment continuity through 1998				
Continuously enrolled	23.8	25.4	25.0	25.7
Not continuously enrolled	33.7	27.3	20.5	18.5

—Too few cases for a reliable estimate.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.9b—Percentage distribution of 1995–96 beginning postsecondary students by student income in 1994, by demographic characteristics and persistence risk factors when first enrolled

	Independent student income in 1994			
	Less than $6,000	$6,000–14,999	$15,000–24,999	$25,000 or greater
Total	25.2	25.8	24.2	24.8
Gender				
Male	22.4	25.8	29.1	22.7
Female	26.9	25.8	21.4	25.9
Age when first enrolled				
18 years or younger	75.9	16.3	6.3	1.5
19 years	67.4	23.3	6.5	2.9
20–23 years	32.1	34.9	20.9	12.2
24–29 years	13.3	32.4	37.1	17.2
30 or older	15.9	19.7	22.4	42.0
Race/ethnicity				
White, non-Hispanic	21.6	26.9	24.1	27.4
Black, non-Hispanic	34.5	26.3	22.5	16.7
Hispanic	31.9	20.5	25.8	21.8
Asian/Pacific Islander	16.6	27.4	37.4	18.6
American Indian/Alaskan Native	—	—	—	—
Marital status and children when first enrolled				
Single, no children	32.8	34.4	26.0	6.8
Single with children	39.8	31.9	20.4	8.0
Married	7.7	17.3	25.4	49.6
Parental education				
High school diploma or less	21.9	22.1	28.1	27.9
Some postsecondary	34.0	27.9	16.6	21.5
Bachelor's degree	27.7	36.3	22.4	13.6
Advanced degree	30.1	25.2	17.5	27.2
Student/employee role 1995–96				
Did not work while enrolled	34.2	29.9	15.4	20.6
Student working to meet expenses	35.5	26.1	18.9	19.6
Employee who is enrolled	10.7	20.9	30.7	37.7
Number of risk factors when first enrolled*				
One	55.7	16.7	1.0	26.5
Two or three	24.8	26.2	25.7	23.3
Four or more	24.1	27.4	23.8	24.7
Delayed postsecondary enrollment				
Did not delay	72.5	18.6	7.3	1.6
Delayed	20.1	26.9	26.7	26.2
Number of children when first enrolled				
None	23.6	27.3	25.1	24.0
One or more	26.5	26.4	22.9	24.3
Worked while enrolled 1995–96				
Did not work	34.2	29.9	15.4	20.6
Worked part time	32.5	22.5	23.8	21.2
Worked full time	13.4	25.8	27.9	33.0

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.10a—Percentage distribution of 1995–96 beginning postsecondary students by number of attrition risk factors when first began, by institution type and attendance patterns

	Number of risk factors when first enrolled*			
	None	One	Two or three	Four or more
Total	45.3	19.2	19.4	16.1
Total 3-year persistence and attainment				
Attained, not enrolled	20.3	17.9	32.0	29.8
Attained, enrolled	54.0	15.3	14.1	16.7
No degree, enrolled	63.0	19.6	10.9	6.4
No degree, not enrolled	23.4	19.4	29.7	27.5
Highest sub-baccalaureate degree attained				
None	47.9	19.6	18.1	14.4
Certificate	16.0	15.4	34.8	33.8
Associate's degree	61.1	19.4	9.2	10.4
Type of first institution				
4-year				
Public	73.7	15.8	6.4	4.1
Private, not-for-profit	78.5	12.2	5.7	3.7
Private, for-profit	33.9	21.8	26.0	18.4
2-year				
Public	26.2	23.9	27.2	22.7
Private, not-for-profit	34.8	23.2	22.0	19.9
Private, for-profit	23.3	21.5	22.5	32.7
Less-than-2-year				
Public	13.2	14.3	39.8	32.8
Private, for-profit	10.7	15.9	40.7	32.7
Level of first institution				
4-year	75.0	14.5	6.4	4.1
2-year	26.1	23.8	26.8	23.4
Less-than-2-year	11.2	15.6	40.3	32.9
Control of first institution				
Public	43.0	20.8	20.0	16.3
Private, not-for-profit	75.5	12.8	6.8	4.9
Private, for-profit	15.9	18.0	34.1	32.1
Degree program at first institution				
Certificate	12.2	15.9	34.8	37.1
Associate's degree	30.9	25.1	25.1	18.9
Bachelor's degree	77.1	14.4	5.6	2.9
Degree goal at first institution				
None	27.1	16.1	29.7	27.1
Certificate	10.9	15.2	35.5	38.4
Associate's degree	30.5	20.5	24.6	24.4
Bachelor's degree or transfer to 4-year	64.9	18.6	11.3	5.2
Intensity pattern through 1998				
Always full-time	65.2	14.8	12.5	7.5
Mixed	29.4	29.6	25.3	15.7
Always part-time	0.2	14.6	33.9	51.3
Enrollment continuity through 1998				
Continuously enrolled	47.0	18.8	17.9	16.4
Not continuously enrolled	36.5	21.1	27.1	15.3

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 6.10b—Percentage distribution of 1995–96 beginning postsecondary students by number of attrition risk factors when first began, by demographic characteristics and persistence risk factors when first enrolled

	Number of risk factors when first enrolled*			
	None	One	Two or three	Four or more
Total	45.3	19.2	19.4	16.1
Gender				
Male	47.0	20.4	21.5	11.1
Female	43.9	18.2	17.6	20.3
Age when first enrolled				
18 years or younger	67.2	22.1	9.1	1.6
19 years	39.2	30.6	21.9	8.3
20–23 years	6.9	19.3	45.0	28.8
24–29 years	0.0	1.1	31.2	67.7
30 or older	0.0	2.2	40.3	57.6
Race/ethnicity				
White, non-Hispanic	48.7	18.3	18.2	14.8
Black, non-Hispanic	32.6	18.0	20.1	29.4
Hispanic	37.0	24.9	24.4	13.8
Asian/Pacific Islander	55.0	17.8	14.6	12.6
American Indian/Alaskan Native	26.7	16.3	32.1	24.9
Marital status and children when first enrolled				
Single, no children (dependent)	61.4	25.0	13.2	0.5
Single, no children (independent)	0.0	8.6	53.3	38.1
Single with children	0.0	0.0	16.4	83.6
Married	0.0	1.8	44.2	54.1
Parental education				
High school diploma or less	32.6	20.1	23.9	23.5
Some postsecondary	45.0	21.9	17.4	15.7
Bachelor's degree	59.3	19.0	14.2	7.5
Advanced degree	71.1	16.2	8.7	4.0
Student/employee role 1995–96				
Did not work while enrolled	54.2	13.3	19.7	12.8
Student working to meet expenses	49.1	24.4	17.3	9.2
Employee who is enrolled	14.1	12.6	29.9	43.5
Dependent family income in 1994				
Less than $25,000	54.3	29.0	16.2	0.6
$25,000–44,999	56.1	29.7	13.9	0.3
$45,000–69,999	64.7	22.5	12.5	0.3
$70,000 or greater	70.9	18.5	10.0	0.6

Table 6.10b—Percentage distribution of 1995–96 beginning postsecondary students by number of attrition risk factors when first began, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Number of risk factors when first enrolled*			
	None	One	Two or three	Four or more
Independent student income in 1994				
Less than $6,000	0.0	6.4	36.1	57.5
$6,000–14,999	0.0	1.8	36.2	62.0
$15,000–24,999	0.0	0.1	39.7	60.2
$25,000 or greater	0.0	3.2	35.3	61.5
Delayed postsecondary enrollment				
Did not delay	67.7	22.2	8.8	1.3
Delayed	0.0	15.4	39.9	44.7
Dependency status when first enrolled				
Dependent	61.4	25.0	13.2	0.5
Independent	0.0	2.9	36.8	60.3
Number of children when first enrolled				
None	53.7	22.8	18.8	4.8
One or more	0.0	0.0	22.4	77.6
Worked while enrolled 1995–96				
Did not work	54.2	13.3	19.7	12.8
Worked part time	58.1	22.5	13.0	6.4
Worked full time	0.0	18.1	36.7	45.2

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.1a—Percentage of 1995–96 beginning postsecondary students who received financial aid and among student aid recipients, the amount received in 1995–96, by institution type and attendance patterns

	Received financial aid	Received grants	Received student loans	Total financial aid amount	Total grant amount	Total student loan amount
Total	61.2	50.7	30.7	$4,924	$3,057	$3,095
Total 3-year persistence and attainment						
Attained, not enrolled	68.9	52.5	39.5	4,688	2,229	3,858
Attained, enrolled	64.5	53.6	26.8	4,602	2,521	3,187
No degree, enrolled	61.9	52.3	33.5	5,954	3,973	2,964
No degree, not enrolled	57.3	47.8	23.7	3,271	1,863	2,928
Highest sub-baccalaureate degree attained						
None	60.0	50.4	29.8	4,977	3,203	2,953
Certificate	67.4	50.9	34.1	4,234	1,989	3,835
Associate's degree	66.3	56.8	35.9	5,232	2,663	3,528
Type of first institution						
4-year						
Public	68.8	53.7	40.4	4,816	2,967	2,724
Private, not-for-profit	81.2	74.1	57.1	9,961	6,359	3,392
Private, for-profit	86.2	70.4	65.5	5,796	2,106	4,381
2-year						
Public	44.0	37.9	10.2	2,112	1,510	2,273
Private, not-for-profit	81.8	71.4	49.7	5,439	2,991	3,583
Private, for-profit	89.7	67.9	69.2	5,420	2,101	3,721
Less-than-2-year						
Public	67.8	53.5	4.9	1,843	1,520	—
Private, for-profit	81.2	59.7	54.1	4,696	2,023	3,889
Level of first institution						
4-year	73.5	61.2	46.7	6,876	4,433	3,044
2-year	48.0	40.7	15.2	2,666	1,629	2,831
Less-than-2-year	78.7	58.7	44.2	4,214	1,952	3,880
Control of first institution						
Public	53.3	43.9	20.8	3,342	2,143	2,591
Private, not-for-profit	81.2	73.9	56.4	9,653	6,145	3,401
Private, for-profit	84.3	62.9	59.6	4,997	2,055	3,847
Degree program at first institution						
Certificate	66.9	53.4	29.4	3,704	1,879	3,741
Associate's degree	47.9	40.4	17.1	2,932	1,811	2,718
Bachelor's degree	73.2	61.0	46.7	6,945	4,500	3,048

Table 7.1a—Percentage of 1995–96 beginning postsecondary students who received financial aid and among student aid recipients, the amount received in 1995–96, by institution type and attendance patterns—Continued

	Received financial aid	Received grants	Received student loans	Total financial aid amount	Total grant amount	Total student loan amount
Degree goal at first institution						
None	54.1	44.6	23.0	$3,205	$1,661	$2,927
Certificate	66.0	51.1	31.9	3,735	1,678	3,681
Associate's degree	53.5	46.1	17.9	3,103	1,922	2,834
Bachelor's degree or transfer to 4-year	67.1	56.2	39.3	6,364	4,161	3,087
Intensity pattern through 1998						
Always full-time	72.2	59.5	40.9	5,657	3,520	3,142
Mixed	53.5	44.3	24.0	4,260	2,707	2,951
Always part-time	36.3	32.3	5.6	1,372	879	2,922
Enrollment continuity through 1998						
Continuously enrolled	62.4	51.7	31.5	5,098	3,191	3,107
Not continuously enrolled	55.8	46.7	26.0	3,879	2,316	2,996

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.1b—Percentage of 1995–96 beginning postsecondary students who received financial aid and among student aid recipients, the amount received in 1995–96, by demographic characteristics and persistence risk factors when first enrolled

	Received financial aid	Received grants	Received student loans	Total financial aid amount	Total grant amount	Total student loan amount
Total	61.2	50.7	30.7	$4,924	$3,057	$3,095
Gender						
Male	57.2	46.4	30.8	5,091	3,029	3,081
Female	64.4	54.3	30.6	4,800	3,076	3,107
Age when first enrolled						
18 years or younger	61.1	51.3	33.1	5,839	3,760	3,005
19 years	60.1	48.8	35.9	4,626	2,787	2,693
20–23 years	65.5	54.2	29.1	3,668	2,040	3,279
24–29 years	66.4	56.0	22.7	2,794	1,454	3,784
30 or older	55.6	43.5	19.2	3,145	1,672	3,980
Race/ethnicity						
White, non-Hispanic	57.9	46.4	29.9	4,944	3,023	3,059
Black, non-Hispanic	74.7	64.1	36.2	4,566	2,776	3,137
Hispanic	65.5	59.5	29.8	4,840	3,080	3,103
Asian/Pacific Islander	70.2	60.3	35.7	5,745	3,985	3,249
American Indian/Alaskan Native	54.2	49.1	37.7	5,229	2,629	—
Marital status and children when first enrolled						
Single, no children (dependent)	59.1	48.8	32.7	5,588	3,589	2,886
Single, no children (independent)	67.6	53.7	30.2	3,975	1,977	4,267
Single with children	83.2	75.2	27.0	3,288	1,840	3,792
Married	55.8	44.1	20.0	2,858	1,635	3,626
Parental education						
High school diploma or less	68.6	58.1	32.3	4,300	2,640	3,170
Some postsecondary	56.0	47.9	27.3	4,664	2,645	3,090
Bachelor's degree	58.1	46.9	33.1	5,468	3,586	3,005
Advanced degree	54.0	42.9	29.7	7,124	4,735	3,028
Student/employee role 1995–96						
Did not work while enrolled	71.1	59.9	34.3	4,942	3,062	3,054
Student working to meet expenses	61.6	51.4	34.3	5,638	3,559	3,112
Employee who is enrolled	49.4	40.4	16.9	2,713	1,474	3,342
Dependent family income in 1994						
Less than $25,000	77.2	74.6	35.6	5,185	3,504	2,742
$25,000–44,999	59.4	50.1	36.6	6,037	3,702	3,001
$45,000–69,999	55.7	38.4	36.3	5,696	3,599	2,885
$70,000 or greater	42.7	29.8	22.4	5,629	3,618	2,952

Table 7.1b—Percentage of 1995–96 beginning postsecondary students who received financial aid and among student aid recipients, the amount received in 1995–96, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Received financial aid	Received grants	Received student loans	Total financial aid amount	Total grant amount	Total student loan amount
Independent student income in 1994						
Less than $6,000	84.3	78.0	37.8	$4,020	$2,218	$3,916
$6,000–14,999	73.6	59.8	24.5	3,291	1,732	3,858
$15,000–24,999	57.0	50.3	17.8	2,904	1,566	3,544
$25,000 or greater	46.8	31.2	16.2	2,599	1,295	4,208
Number of risk factors when first enrolled*						
None	68.9	57.4	41.0	6,372	4,156	2,907
One	51.0	42.7	23.6	4,093	2,457	2,997
Two or three	48.0	35.6	22.4	3,603	1,955	3,539
Four or more	69.8	61.7	20.4	2,760	1,483	3,749
Delayed postsecondary enrollment						
Did not delay	60.8	51.1	33.4	5,790	3,708	2,970
Delayed	62.5	50.8	26.7	3,584	2,005	3,363
Dependency status when first enrolled						
Dependent	59.1	48.8	32.7	5,588	3,589	2,886
Independent	68.4	57.4	25.0	3,322	1,810	3,885
Number of children when first enrolled						
None	59.4	48.6	32.0	5,350	3,385	3,021
One or more	73.1	64.2	23.8	3,079	1,753	3,675
Worked while enrolled 1995–96						
Did not work	71.1	59.9	34.3	4,942	3,062	3,054
Worked part time	61.0	50.1	34.6	5,755	3,693	3,104
Worked full time	50.5	42.6	18.0	2,884	1,530	3,267

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.2a—Percentage distribution of 1995–96 beginning postsecondary students according to the average number of hours worked while enrolled when they first began, by institution type and attendance patterns

	Worked while enrolled 1995–96		
	Did not work	Worked part time	Worked full time
Total	29.5	46.9	23.6
Total 3-year persistence and attainment			
Attained, not enrolled	36.9	38.7	24.4
Attained, enrolled	23.7	55.6	20.8
No degree, enrolled	31.6	54.1	14.3
No degree, not enrolled	24.4	36.9	38.7
Highest sub-baccalaureate degree attained			
None	28.8	47.5	23.7
Certificate	36.9	34.9	28.2
Associate's degree	25.1	61.0	14.0
Type of first institution			
4-year			
Public	38.8	50.0	11.2
Private, not-for-profit	34.3	55.7	10.0
Private, for-profit	17.5	50.5	32.1
2-year			
Public	18.9	46.4	34.7
Private, not-for-profit	32.4	44.7	22.9
Private, for-profit	34.8	40.8	24.4
Less-than-2-year			
Public	45.2	29.6	25.3
Private, for-profit	50.2	28.3	21.5
Level of first institution			
4-year	37.0	52.0	11.0
2-year	20.4	45.9	33.7
Less-than-2-year	49.3	28.4	22.4
Control of first institution			
Public	26.5	47.2	26.3
Private, not-for-profit	34.4	54.7	11.0
Private, for-profit	43.2	33.9	23.0
Degree program at first institution			
Certificate	35.7	31.7	32.6
Associate's degree	20.1	48.8	31.2
Bachelor's degree	37.6	52.3	10.1
Degree goal at first institution			
None	30.0	38.2	31.8
Certificate	34.6	31.8	33.6
Associate's degree	19.9	46.7	33.4
Bachelor's degree or transfer to 4-year	33.0	53.6	13.5
Intensity pattern through 1998			
Always full-time	37.2	50.8	12.1
Mixed	25.4	51.1	23.5
Always part-time	10.3	25.4	64.3
Enrollment continuity through 1998			
Continuously enrolled	30.4	47.1	22.6
Not continuously enrolled	24.7	45.9	29.3

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.2b—Percentage distribution of 1995–96 beginning postsecondary students according to the average number of hours worked while enrolled when they first began, by demographic characteristics and persistence risk factors when first enrolled

	Worked while enrolled 1995–96		
	Did not work	Worked part time	Worked full time
Total	29.5	46.9	23.6
Gender			
Male	27.2	45.6	27.2
Female	31.4	48.0	20.6
Age when first enrolled			
18 years or younger	30.0	57.4	12.7
19 years	24.3	52.4	23.3
20–23 years	29.3	32.1	38.6
24–29 years	23.8	20.1	56.2
30 or older	37.8	20.2	42.1
Race/ethnicity			
White, non-Hispanic	27.7	48.4	24.0
Black, non-Hispanic	31.8	42.4	25.8
Hispanic	30.1	46.9	23.0
Asian/Pacific Islander	41.9	39.2	18.9
American Indian/Alaskan Native	21.2	60.5	18.4
Marital status and children when first enrolled			
Single, no children (dependent)	28.1	55.8	16.1
Single, no children (independent)	34.0	17.3	48.7
Single with children	35.3	27.8	36.9
Married	30.2	24.6	45.2
Parental education			
High school diploma or less	29.4	42.7	27.9
Some postsecondary	24.0	52.3	23.7
Bachelor's degree	29.9	50.8	19.3
Advanced degree	36.3	53.5	10.3
Student/employee role 1995–96			
Student working to meet expenses	†	78.8	21.2
Employee who is enrolled	†	37.6	62.4
Dependent family income in 1994			
Less than $25,000	31.0	53.4	15.6
$25,000–44,999	21.5	59.0	19.5
$45,000–69,999	24.5	59.6	15.9
$70,000 or greater	35.7	51.0	13.3

Table 7.2b—Percentage distribution of 1995–96 beginning postsecondary students according to the average number of hours worked while enrolled when they first began, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Worked while enrolled 1995–96		
	Did not work	Worked part time	Worked full time
Independent student income in 1994			
Less than $6,000	45.4	31.5	23.2
$6,000–14,999	37.4	20.6	42.1
$15,000–24,999	22.2	25.2	52.6
$25,000 or greater	26.0	19.6	54.4
Number of risk factors when first enrolled*			
None	36.9	63.1	0.0
One	20.9	56.4	22.7
Two or three	28.1	29.8	42.1
Four or more	21.6	17.2	61.2
Delayed postsecondary enrollment			
Did not delay	29.8	57.4	12.8
Delayed	28.4	30.6	41.0
Dependency status when first enrolled			
Dependent	28.1	55.8	16.1
Independent	32.9	23.7	43.4
Number of children when first enrolled			
None	29.2	51.2	19.6
One or more	30.8	24.8	44.4

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.3a—Percentage distribution of 1995–96 beginning postsecondary students according to how they identified their enrollment and employment relationship when they first began, by institution type and attendance patterns

	Did not work while enrolled	Student working to meet expenses	Employee who is enrolled
Total	31.4	49.5	19.1
Total 3-year persistence and attainment			
Attained, not enrolled	40.3	34.7	25.1
Attained, enrolled	25.6	55.3	19.1
No degree, enrolled	33.4	56.7	9.9
No degree, not enrolled	26.0	42.0	32.0
Highest sub-baccalaureate degree attained			
None	30.6	51.1	18.3
Certificate	40.7	32.5	26.8
Associate's degree	26.7	54.6	18.7
Type of first institution			
4-year			
Public	40.6	51.8	7.7
Private, not-for-profit	36.4	56.9	6.7
Private, for-profit	19.0	63.1	17.9
2-year			
Public	20.4	50.7	29.0
Private, not-for-profit	35.2	49.0	15.7
Private, for-profit	38.6	39.5	22.0
Less-than-2-year			
Public	46.4	34.7	18.9
Private, for-profit	52.9	25.3	21.8
Level of first institution			
4-year	38.8	53.7	7.5
2-year	22.1	49.8	28.2
Less-than-2-year	51.6	27.1	21.2
Control of first institution			
Public	28.2	50.6	21.2
Private, not-for-profit	36.5	56.0	7.5
Private, for-profit	46.3	32.0	21.7
Degree program at first institution			
Certificate	38.2	28.7	33.2
Associate's degree	21.6	54.3	24.1
Bachelor's degree	39.5	54.1	6.4
Degree goal at first institution			
None	31.9	38.5	29.6
Certificate	37.8	29.1	33.1
Associate's degree	21.6	52.9	25.5
Bachelor's degree or transfer to 4-year	34.5	56.3	9.2
Intensity pattern through 1998			
Always full-time	39.1	50.6	10.3
Mixed	27.4	57.9	14.7
Always part-time	11.1	29.3	59.6
Enrollment continuity through 1998			
Continuously enrolled	32.3	49.2	18.6
Not continuously enrolled	26.7	50.7	22.6

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.3b—Percentage distribution of 1995–96 beginning postsecondary students according to how they identified their enrollment and employment relationship when they first began, by demographic characteristics and persistence risk factors when first enrolled

	Did not work while enrolled	Student working to meet expenses	Employee who is enrolled
Total	31.4	49.5	19.1
Gender			
Male	29.2	52.0	18.8
Female	33.3	47.4	19.3
Age when first enrolled			
18 years or younger	31.7	59.1	9.2
19 years	25.3	56.3	18.4
20–23 years	32.0	39.7	28.3
24–29 years	25.5	25.2	49.3
30 or older	42.2	15.8	42.0
Race/ethnicity			
White, non-Hispanic	29.5	51.2	19.3
Black, non-Hispanic	33.1	43.5	23.5
Hispanic	33.2	48.2	18.7
Asian/Pacific Islander	44.1	47.3	8.6
American Indian/Alaskan Native	21.9	54.7	23.4
Marital status and children when first enrolled			
Single, no children (dependent)	29.8	58.5	11.8
Single, no children (independent)	36.4	28.9	34.7
Single with children	37.3	27.1	35.6
Married	33.7	22.7	43.6
Parental education			
High school diploma or less	30.4	42.5	27.1
Some postsecondary	24.2	57.8	18.0
Bachelor's degree	30.1	58.3	11.7
Advanced degree	36.4	55.9	7.7
Dependent family income in 1994			
Less than $25,000	33.4	54.1	12.5
$25,000–44,999	22.9	63.2	13.9
$45,000–69,999	25.4	62.8	11.8
$70,000 or greater	37.6	53.6	8.8
Independent student income in 1994			
Less than $6,000	47.9	35.7	16.3
$6,000–14,999	41.9	26.2	31.9
$15,000–24,999	24.6	21.8	53.6
$25,000 or greater	27.1	18.6	54.3

Table 7.3b—Percentage distribution of 1995–96 beginning postsecondary students according to how they identified their enrollment and employment relationship when they first began, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Did not work while enrolled	Student working to meet expenses	Employee who is enrolled
Number of risk factors when first enrolled*			
None	38.6	55.4	6.0
One	22.4	64.9	12.7
Two or three	30.2	42.1	27.7
Four or more	23.8	27.3	48.9
Delayed postsecondary enrollment			
Did not delay	31.5	59.2	9.4
Delayed	30.8	34.3	35.0
Number of children when first enrolled			
None	31.0	54.1	14.9
One or more	33.2	26.0	40.7
Dependency status when first enrolled			
Dependent	29.8	58.5	11.8
Independent	35.7	25.9	38.4
Worked while enrolled 1995–96			
Worked part time	†	84.5	15.6
Worked full time	†	46.9	53.1

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98).

Table 7.4a—Among 1995–96 beginning postsecondary students who identified themselves as students who work to meet expenses, the percentage who reported various limitations that work placed on school schedule, by institution type and attendance patterns

	Limits choice of classes 1995–96	Limits number of classes could take 1995–96	Limits class schedule 1995–96
Total	22.3	27.0	29.4
Total 3-year persistence and attainment			
Attained, not enrolled	13.3	17.9	19.6
Attained, enrolled	21.0	26.6	25.3
No degree, enrolled	20.2	23.6	26.9
No degree, not enrolled	29.1	35.6	37.6
Highest sub-baccalaureate degree attained			
None	23.2	27.8	30.6
Certificate	17.5	25.5	25.5
Associate's degree	12.5	14.1	15.9
Type of first institution			
4-year			
Public	21.1	24.5	27.5
Private, not-for-profit	12.5	13.1	15.7
Private, for-profit	19.3	14.5	18.9
2-year			
Public	27.1	34.8	36.6
Private, not-for-profit	21.9	18.4	17.1
Private, for-profit	15.3	16.0	18.5
Less-than-2-year			
Public	13.4	20.9	24.3
Private, for-profit	24.4	23.9	29.4
Level of first institution			
4-year	17.9	20.1	23.0
2-year	26.3	33.3	35.2
Less-than-2-year	21.2	23.0	28.0
Control of first institution			
Public	24.7	30.8	33.1
Private, not-for-profit	13.0	13.4	15.8
Private, for-profit	20.0	19.7	23.8
Degree program at first institution			
Certificate	23.4	26.7	29.1
Associate's degree	26.0	33.0	35.0
Bachelor's degree	17.8	20.1	23.0
Degree goal at first institution			
None	21.9	27.2	28.9
Certificate	25.6	26.2	29.7
Associate's degree	26.9	35.3	36.6
Bachelor's degree or transfer to 4-year	19.5	22.8	25.8
Intensity pattern through 1998			
Always full-time	17.1	17.9	22.7
Mixed	24.4	31.8	32.0
Always part-time	45.3	61.0	59.1
Enrollment continuity through 1998			
Continuously enrolled	21.6	25.2	27.9
Not continuously enrolled	24.9	34.1	35.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.4b—Among 1995–96 beginning postsecondary students who identified themselves as students who work to meet expenses, the percentage who reported various limitations that work placed on school schedule, by demographic characteristics and persistence risk factors when first enrolled

	Limits choice of classes 1995–96	Limits number of classes could take 1995–96	Limits class schedule 1995–96
Total	22.3	27.0	29.4
Gender			
Male	24.1	29.6	30.9
Female	20.8	24.7	28.1
Age when first enrolled			
18 years or younger	17.6	22.3	24.8
19 years	26.0	29.3	34.7
20–23 years	29.5	37.9	34.5
24–29 years	46.2	51.8	51.3
30 or older	51.8	53.6	57.7
Race/ethnicity			
White, non-Hispanic	19.5	23.7	26.7
Black, non-Hispanic	26.6	32.4	31.3
Hispanic	27.5	34.6	37.5
Asian/Pacific Islander	34.8	40.3	47.0
American Indian/Alaskan Native	—	—	—
Marital status and children when first enrolled			
Single, no children (dependent)	19.7	24.2	26.3
Single, no children (independent)	33.7	37.2	56.4
Single with children	35.8	46.2	41.8
Married	46.4	49.9	50.5
Parental education			
High school diploma or less	24.3	30.6	34.0
Some postsecondary	16.7	25.6	26.3
Bachelor's degree	27.2	28.4	31.2
Advanced degree	19.3	19.6	21.7
Dependent family income in 1994			
Less than $25,000	30.3	32.6	34.1
$25,000–44,999	17.3	23.6	27.0
$45,000–69,999	16.6	21.2	22.7
$70,000 or greater	15.3	19.6	21.3
Independent student income in 1994			
Less than $6,000	24.9	27.1	41.3
$6,000–14,999	35.3	46.2	47.7
$15,000–24,999	47.6	59.1	56.4
$25,000 or greater	58.1	57.4	54.9

Table 7.4b—Among 1995–96 beginning postsecondary students who identified themselves as students who work to meet expenses, the percentage who reported various limitations that work placed on school schedule, by demographic characteristics and persistence risk factors when first enrolled —Continued

	Limits choice of classes 1995–96	Limits number of classes could take 1995–96	Limits class schedule 1995–96
Number of risk factors when first enrolled*			
None	14.5	17.8	20.7
One	19.3	22.4	25.6
Two or three	36.9	46.6	45.0
Four or more	45.2	51.9	57.4
Delayed postsecondary enrollment			
Did not delay	17.6	22.0	24.8
Delayed	33.6	40.3	40.6
Dependency status when first enrolled			
Dependent	19.7	24.2	26.3
Independent	38.7	44.7	49.2
Number of children when first enrolled			
None	20.4	25.0	27.8
One or more	44.4	50.5	48.0
Worked while enrolled 1995–96			
Worked part time	16.8	20.6	23.1
Worked full time	42.7	50.6	52.7

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.5a—Among 1995–96 beginning postsecondary students who identified themselves as employees who were enrolled in school, the percentage who reported various reasons for attending, by institution type and attendance patterns

	Earn degree/ certificate	Learn new job skills	Required by job	Advance in job	Personal interest	Recreation
Total	78.4	83.0	18.1	40.4	88.5	25.3
Total 3-year persistence and attainment						
Attained, not enrolled	85.3	88.9	10.6	26.7	87.6	30.9
Attained, enrolled	95.0	72.5	14.1	32.5	85.5	25.6
No degree, enrolled	77.6	81.2	13.8	37.1	85.1	29.4
No degree, not enrolled	75.6	83.7	23.2	46.6	91.5	21.4
Highest sub-baccalaureate degree attained						
None	76.1	82.9	19.7	43.5	88.9	24.3
Certificate	85.2	86.8	11.9	27.7	89.4	29.2
Associate's degree	95.4	74.4	10.3	27.0	80.8	30.0
Type of first institution						
4-year						
Public	64.1	72.3	14.0	41.0	84.4	28.7
Private, not-for-profit	79.2	77.3	18.7	53.4	81.2	21.9
Private, for-profit	—	—	—	—	—	—
2-year						
Public	80.0	83.6	19.6	40.3	89.0	24.2
Private, not-for-profit	87.9	82.3	6.0	34.3	98.3	29.7
Private, for-profit	86.5	91.6	13.3	41.6	89.0	25.7
Less-than-2-year						
Public	77.7	82.4	12.0	41.4	86.3	32.4
Private, for-profit	77.6	91.0	15.6	28.7	93.4	31.6
Level of first institution						
4-year	69.6	74.6	15.3	45.6	83.8	26.1
2-year	80.4	84.0	19.1	40.3	89.1	24.4
Less-than-2-year	77.7	88.9	14.9	32.3	92.1	31.2
Control of first institution						
Public	77.9	82.1	18.7	40.4	88.4	25.0
Private, not-for-profit	80.5	77.7	17.0	52.0	84.0	22.4
Private, for-profit	81.3	91.4	14.4	34.6	91.9	28.7
Degree program at first institution						
Certificate	83.5	85.7	20.0	43.0	86.9	27.2
Associate's degree	78.1	84.2	18.4	38.4	90.9	23.7
Bachelor's degree	67.3	70.8	11.9	42.3	82.5	27.1
Degree goal at first institution						
None	49.0	69.7	13.5	39.9	87.4	28.9
Certificate	87.5	89.6	22.3	42.5	91.0	25.7
Associate's degree	88.4	86.5	21.2	42.4	94.5	20.7
Bachelor's degree or transfer to 4-year	78.3	80.5	13.9	38.8	81.9	28.2
Intensity pattern through 1998						
Always full-time	79.5	83.4	14.9	33.1	88.0	34.4
Mixed	80.6	83.2	17.3	36.4	91.6	30.6
Always part-time	77.1	83.1	21.2	47.0	88.3	16.7
Enrollment continuity through 1998						
Continuously enrolled	79.3	83.0	19.0	41.9	89.0	25.0
Not continuously enrolled	75.3	84.3	15.8	34.0	88.5	25.8

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.5b—Among 1995–96 beginning postsecondary students who identified themselves as employees who were enrolled in school, the percentage who reported various reasons for attending, by demographic characteristics and persistence risk factors when first enrolled

	Earn degree/ certificate	Learn new job skills	Required by job	Advance in job	Personal interest	Recreation
Total	78.4	83.0	18.1	40.4	88.5	25.3
Gender						
Male	79.4	82.2	23.4	44.0	88.1	30.9
Female	77.7	83.6	13.9	37.6	88.9	20.8
Age when first enrolled						
18 years or younger	74.0	81.1	13.0	28.8	83.6	32.4
19 years	73.5	75.1	13.4	23.3	87.6	41.1
20–23 years	84.8	81.0	23.8	40.8	92.2	26.1
24–29 years	84.7	93.1	17.9	43.2	91.4	16.7
30 or older	77.7	82.2	22.6	60.5	90.0	15.2
Race/ethnicity						
White, non-Hispanic	76.5	81.5	16.2	40.8	87.4	25.3
Black, non-Hispanic	78.4	88.4	27.1	38.0	92.4	24.7
Hispanic	86.0	84.3	20.1	42.7	87.4	22.8
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—
Marital status and children when first enrolled						
Single, no children (dependent)	73.0	78.2	11.8	27.6	85.8	33.2
Single, no children (independent)	75.9	93.0	25.9	49.7	93.3	35.9
Single with children	86.1	86.7	24.5	52.8	87.4	11.2
Married	82.9	82.7	18.5	50.2	95.6	16.1
Parental education						
High school diploma or less	78.4	84.7	18.5	41.7	88.8	18.3
Some postsecondary	84.5	82.3	27.7	47.8	90.0	36.7
Bachelor's degree	83.7	77.5	10.6	29.4	82.2	43.9
Advanced degree	64.3	70.5	9.4	35.5	88.6	36.6
Dependent family income in 1994						
Less than $25,000	80.1	76.8	4.8	19.3	88.9	25.5
$25,000–44,999	73.4	79.4	16.3	36.0	84.3	38.0
$45,000–69,999	62.8	79.0	12.8	24.2	90.9	32.9
$70,000 or greater	76.2	77.1	13.2	31.1	76.6	37.5
Independent student income in 1994						
Less than $6,000	82.3	85.9	27.6	49.8	91.8	28.6
$6,000–14,999	90.7	89.1	21.3	43.0	84.6	22.9
$15,000–24,999	78.3	91.7	16.8	40.0	94.9	23.5
$25,000 or greater	81.6	81.7	28.3	64.5	90.1	9.8

Table 7.5b—Among 1995–96 beginning postsecondary students who identified themselves as employees who were enrolled in school, the percentage who reported various reasons for attending, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Earn degree/ certificate	Learn new job skills	Required by job	Advance in job	Personal interest	Recreation
Number of risk factors when first enrolled*						
None	71.6	78.3	11.3	32.1	83.5	46.2
One	75.8	81.6	10.0	31.2	76.3	32.2
Two or three	77.6	82.2	17.8	30.2	93.4	22.5
Four or more	81.1	84.8	21.4	52.5	92.4	19.5
Delayed postsecondary enrollment						
Did not delay	76.2	79.9	15.3	30.5	85.0	35.1
Delayed	80.1	83.5	18.6	44.9	90.1	20.2
Dependency status when first enrolled						
Dependent	73.0	78.2	11.8	27.6	85.8	33.2
Independent	82.2	86.5	22.3	50.9	92.4	19.5
Number of children when first enrolled						
None	73.9	82.4	15.7	33.9	88.2	32.0
One or more	86.1	83.3	21.0	53.0	91.9	13.3
Worked while enrolled 1995–96						
Worked part time	77.7	82.4	12.3	29.1	82.9	32.1
Worked full time	78.9	83.3	21.5	47.3	92.0	21.2

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.6a—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998, the percentage distribution according to their employment status, by institution type and attendance patterns

	Currently working	Out of labor force	Currently looking for work
Total	82.2	10.4	7.4
Total 3-year persistence and attainment			
Attained, not enrolled	80.3	10.8	9.0
Attained, enrolled	†	†	†
No degree, enrolled	67.9	24.7	7.5
No degree, not enrolled	83.4	9.7	6.9
Highest sub-baccalaureate degree attained			
None	83.1	10.0	6.9
Certificate	78.2	13.1	8.6
Associate's degree	85.5	5.5	9.0
Type of first institution			
4-year			
Public	84.1	7.4	8.6
Private, not-for-profit	83.4	10.6	6.0
Private, for-profit	72.1	17.3	10.6
2-year			
Public	84.8	10.2	5.0
Private, not-for-profit	84.3	6.5	9.2
Private, for-profit	80.6	7.8	11.6
Less-than-2-year			
Public	78.0	8.3	13.7
Private, for-profit	72.9	14.9	12.1
Level of first institution			
4-year	83.5	8.7	7.8
2-year	84.3	9.9	5.8
Less-than-2-year	73.7	13.8	12.5
Control of first institution			
Public	84.3	9.6	6.1
Private, not-for-profit	82.9	10.2	6.9
Private, for-profit	75.2	12.9	11.9
Degree program at first institution			
Certificate	79.3	11.5	9.2
Associate's degree	83.9	10.1	6.0
Bachelor's degree	83.7	8.7	7.6
Degree goal at first institution			
None	79.2	11.7	9.1
Certificate	78.6	11.6	9.8
Associate's degree	86.2	9.1	4.7
Bachelor's degree or transfer to 4-year	84.7	8.2	7.2

Table 7.6a—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998, the percentage distribution according to their employment status, by institution type and attendance patterns—Continued

	Currently working	Out of labor force	Currently looking for work
Intensity pattern through 1998			
Always full-time	80.2	10.1	9.8
Mixed	82.1	13.1	4.8
Always part-time	86.8	7.9	5.3
Enrollment continuity through 1998			
Continuously enrolled	82.7	9.7	7.6
Not continuously enrolled	79.7	13.7	6.6

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.6b—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998, the percentage distribution according to their employment status, by demographic characteristics and persistence risk factors when first enrolled

	Currently working	Out of labor force	Currently looking for work
Total	82.2	10.4	7.4
Gender			
Male	88.4	4.9	6.7
Female	77.5	14.5	8.0
Age when first enrolled			
18 years or younger	84.2	8.2	7.6
19 years	84.1	9.7	6.2
20–23 years	82.1	6.5	11.4
24–29 years	85.7	10.2	4.1
30 or older	74.0	18.8	7.2
Race/ethnicity			
White, non-Hispanic	84.2	10.7	5.1
Black, non-Hispanic	80.7	5.2	14.1
Hispanic	76.3	12.8	10.9
Asian/Pacific Islander	76.9	20.2	2.9
American Indian/Alaskan Native	91.8	1.1	7.1
Marital status and children when first enrolled			
Single, no children (dependent)	84.9	6.7	8.4
Single, no children (independent)	73.7	19.3	7.0
Single with children	80.9	10.3	8.9
Married	80.3	15.0	4.7
Parental education			
High school diploma or less	81.3	10.9	7.8
Some postsecondary	87.9	6.2	5.9
Bachelor's degree	87.3	7.1	5.7
Advanced degree	78.6	18.6	2.7
Student/employee role 1995–96			
Did not work while enrolled	67.8	17.7	14.5
Student working to meet expenses	90.5	4.8	4.7
Employee who is enrolled	87.8	8.2	3.9
Dependent family income in 1994			
Less than $25,000	76.3	8.1	15.6
$25,000–44,999	89.9	3.8	6.4
$45,000–69,999	90.6	6.4	3.0
$70,000 or greater	86.2	9.5	4.3

Table 7.6b—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998, the percentage distribution according to their employment status, by demographic characteristics and persistence risk factors when first enrolled—Continued

	Currently working	Out of labor force	Currently looking for work
Independent student income in 1994			
Less than $6,000	76.9	12.3	10.8
$6,000–14,999	72.9	17.4	9.7
$15,000–24,999	84.5	13.2	2.3
$25,000 or greater	87.9	9.0	3.2
Number of risk factors when first enrolled*			
None	83.5	7.4	9.1
One	86.1	4.9	9.0
Two or three	75.9	16.5	7.6
Four or more	86.4	8.2	5.4
Delayed postsecondary enrollment			
Did not delay	84.7	8.2	7.2
Delayed	81.6	11.4	7.0
Dependency status when first enrolled			
Dependent	84.9	6.7	8.4
Independent	79.8	13.4	6.8
Number of children when first enrolled			
None	81.7	10.5	7.9
One or more	83.3	10.1	6.7
Worked while enrolled 1995–96			
Did not work	67.8	17.7	14.5
Worked part time	86.2	8.6	5.3
Worked full time	90.9	5.5	3.6

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.7a—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998 and who reported working, the percentage distribution according to hours worked per week, the average hours worked per week, and the median starting salary for those employed full time, by institution type and attendance patterns

	1–24 hours	25–34 hours	35 or more hours	Average hours worked	Median full-time starting salary
Total	9.6	12.0	78.4	38.8	$14,985
Total 3-year persistence and attainment					
Attained, not enrolled	7.3	15.3	77.5	38.5	15,026
Attained, enrolled	†	†	†	†	†
No degree, enrolled	†	†	†	†	†
No degree, not enrolled	10.5	10.8	78.7	38.9	15,053
Highest sub-baccalaureate degree attained					
None	10.5	10.8	78.7	38.9	15,078
Certificate	8.3	14.7	77.1	38.4	15,012
Associate's degree	2.0	19.5	78.5	38.9	16,577
Type of first institution					
4-year					
Public	7.8	14.3	77.9	39.2	14,816
Private, not-for-profit	9.4	10.4	80.2	38.7	14,801
Private, for-profit	—	—	—	—	—
2-year					
Public	9.6	10.1	80.4	39.1	15,376
Private, not-for-profit	3.2	13.7	83.1	40.2	17,560
Private, for-profit	6.7	12.1	81.2	38.9	14,854
Less-than-2-year					
Public	15.1	15.4	69.6	38.1	16,018
Private, for-profit	11.5	17.0	71.5	37.1	13,953
Level of first institution					
4-year	8.2	12.9	78.9	39.1	14,758
2-year	9.2	10.3	80.5	39.1	15,189
Less-than-2-year	12.6	16.6	70.8	37.2	13,916
Control of first institution					
Public	9.6	11.1	79.4	39.1	14,910
Private, not-for-profit	9.4	11.0	79.7	38.7	15,251
Private, for-profit	9.9	15.4	74.8	37.7	14,212
Degree program at first institution					
Certificate	7.5	13.8	78.7	39.0	14,810
Associate's degree	11.6	10.4	78.0	38.5	14,863
Bachelor's degree	8.7	12.3	79.0	39.0	14,595
Degree goal at first institution					
None	12.5	8.8	78.8	38.6	14,170
Certificate	6.4	13.5	80.2	39.3	15,314
Associate's degree	7.4	10.6	82.0	39.7	15,340
Bachelor's degree or transfer to 4-year	11.5	16.1	72.5	37.8	14,300
Intensity pattern through 1998					
Always full-time	8.9	13.4	77.8	38.7	14,294
Mixed	12.3	17.2	70.5	37.7	14,449
Always part-time	9.0	6.2	84.8	39.6	17,826
Enrollment continuity through 1998					
Continuously enrolled	10.0	12.0	78.0	38.7	14,877
Not continuously enrolled	3.6	11.8	84.6	39.4	15,134

—Too few cases for a reliable estimate.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.7b—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998 and who reported working, the percentage distribution according to hours worked per week, the average hours worked per week, and the median full-time starting salary, by demographic characteristics and persistence risk factors when first enrolled

	1–24 hours	25–34 hours	35 or more hours	Average hours worked	Median full-time starting salary
Total	9.6	12.0	78.4	38.8	$14,985
Gender					
Male	7.9	7.2	84.9	41.0	15,924
Female	11.0	15.9	73.1	36.9	13,550
Age when first enrolled					
18 years or younger	9.2	13.0	77.8	39.1	14,041
19 years	6.6	19.8	73.6	37.5	14,014
20–23 years	18.6	9.9	71.5	36.7	13,777
24–29 years	2.7	7.9	89.4	40.5	16,721
30 or older	11.2	9.9	79.0	39.2	18,666
Race/ethnicity					
White, non-Hispanic	8.3	11.5	80.1	39.2	14,988
Black, non-Hispanic	13.7	12.7	73.6	37.7	15,100
Hispanic	11.0	14.0	74.9	37.6	15,127
Asian/Pacific Islander	15.3	10.8	73.9	39.4	20,012
American Indian/Alaskan Native	—	—	—	—	—
Marital status and children when first enrolled					
Single, no children (dependent)	11.2	11.8	77.0	38.4	14,127
Single, no children (independent)	2.0	14.2	83.9	39.6	16,410
Single with children	8.4	11.8	79.8	38.1	14,691
Married	11.2	11.8	77.0	39.8	17,810
Parental education					
High school diploma or less	8.5	9.5	82.1	39.4	15,893
Some postsecondary	8.4	18.6	73.0	37.6	14,806
Bachelor's degree	7.0	7.9	85.1	40.1	14,641
Advanced degree	19.7	10.3	70.0	37.5	12,056
Student/employee role 1995–96					
Did not work while enrolled	10.7	17.6	71.8	37.2	12,966
Student working to meet expenses	10.0	12.1	77.9	38.6	14,857
Employee who is enrolled	3.9	6.5	89.6	41.5	16,425
Dependent family income in 1994					
Less than $25,000	15.3	11.4	73.3	37.4	13,641
$25,000–44,999	5.6	12.4	81.9	39.7	13,026
$45,000–69,999	14.7	9.2	76.2	37.1	15,360
$70,000 or greater	4.5	17.6	77.9	41.5	13,887

Table 7.7b—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998 and who reported working, the percentage distribution according to hours worked per week, the average hours worked per week, and the median full-time starting salary, by demographic characteristics and persistence risk factors when first enrolled—Continued

	1–24 hours	25–34 hours	35 or more hours	Average hours worked	Median full-time starting salary
Independent student income in 1994					
Less than $6,000	9.0	21.4	69.6	36.8	$13,759
$6,000–14,999	9.8	13.0	77.3	38.1	14,475
$15,000–24,999	7.1	9.7	83.2	39.4	17,588
$25,000 or greater	5.9	6.4	87.7	42.3	22,315
Number of risk factors when first enrolled*					
None	8.4	14.1	77.6	38.5	13,992
One	17.5	12.1	70.4	37.1	14,250
Two or three	8.0	15.1	76.8	38.9	15,122
Four or more	7.2	8.3	84.5	40.0	17,681
Delayed postsecondary enrollment					
Did not delay	9.5	14.0	76.5	38.8	13,381
Delayed	9.9	11.0	79.1	38.7	16,142
Dependency status when first enrolled					
Dependent	11.2	11.8	77.0	38.4	14,127
Independent	8.0	12.7	79.3	39.2	16,203
Number of children when first enrolled					
None	9.6	12.8	77.6	38.7	14,736
One or more	9.7	10.3	80.0	39.0	15,719
Worked while enrolled 1995–96					
Did not work	10.7	17.6	71.8	37.2	12,966
Worked part time	11.8	15.8	72.4	37.8	14,523
Worked full time	4.0	5.5	90.5	41.5	16,555

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.8a—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998 and who reported working, the percentage reporting various job enhancements as a result of their enrollment, by institution type and attendance patterns

	Degree/certificate required for job	Able to earn higher salary	Able to take on more responsibility
Total	13.2	43.3	52.0
Total 3-year persistence and attainment			
Attained, not enrolled	30.4	67.2	70.5
Attained, enrolled	†	†	†
No degree, enrolled	†	†	†
No degree, not enrolled	6.9	34.4	45.2
Highest sub-baccalaureate degree attained			
None	6.9	34.4	45.2
Certificate	31.3	65.7	68.8
Associate's degree	24.4	69.0	76.5
Type of first institution			
4-year			
Public	7.3	35.8	47.2
Private, not-for-profit	7.6	36.0	41.7
Private, for-profit	—	—	—
2-year			
Public	8.3	37.1	48.1
Private, not-for-profit	13.6	58.6	65.7
Private, for-profit	18.7	68.0	69.6
Less-than-2-year			
Public	24.4	64.7	68.4
Private, for-profit	33.5	59.7	63.1
Level of first institution			
4-year	7.9	35.9	45.2
2-year	9.4	40.6	50.5
Less-than-2-year	31.6	60.8	64.3
Control of first institution			
Public	8.9	38.3	49.0
Private, not-for-profit	8.9	40.8	46.6
Private, for-profit	29.1	61.7	64.2
Degree program at first institution			
Certificate	24.5	58.5	66.5
Associate's degree	6.0	34.3	42.3
Bachelor's degree	6.3	33.8	45.3
Degree goal at first institution			
None	8.7	35.1	39.8
Certificate	25.9	63.0	70.3
Associate's degree	10.0	40.5	49.5
Bachelor's degree or transfer to 4-year	6.7	29.7	41.0
Intensity pattern through 1998			
Always full-time	16.3	48.7	57.6
Mixed	13.2	41.9	45.8
Always part-time	7.8	35.2	46.4
Enrollment continuity through 1998			
Continuously enrolled	13.5	44.1	52.8
Not continuously enrolled	9.2	30.8	40.5

—Too few cases for a reliable estimate.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.8b—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998 and who reported working, the percentage reporting various job enhancements as a result of their enrollment, by demographic characteristics and persistence risk factors when first enrolled

	Degree/certificate required for job	Able to earn higher salary	Able to take on more responsibility
Total	13.2	43.3	52.0
Gender			
Male	9.8	42.9	54.8
Female	16.1	43.6	49.7
Age when first enrolled			
18 years or younger	7.4	35.8	49.2
19 years	12.4	44.7	56.3
20–23 years	20.5	56.7	55.2
24–29 years	19.6	51.0	55.0
30 or older	14.4	41.7	50.7
Race/ethnicity			
White, non-Hispanic	11.7	41.2	49.2
Black, non-Hispanic	17.7	47.6	55.9
Hispanic	12.1	52.3	64.7
Asian/Pacific Islander	28.8	33.9	51.5
American Indian/Alaskan Native	—	—	—
Marital status and children when first enrolled			
Single, no children (dependent)	8.3	40.4	53.4
Single, no children (independent)	11.6	35.6	36.2
Single with children	25.7	58.3	61.1
Married	16.2	45.0	52.1
Parental education			
High school diploma or less	14.3	48.9	58.4
Some postsecondary	12.0	37.5	44.8
Bachelor's degree	9.9	35.8	44.0
Advanced degree	4.6	36.0	39.7
Student/employee role 1995–96			
Did not work while enrolled	24.2	54.3	59.6
Student working to meet expenses	10.6	36.1	45.6
Employee who is enrolled	10.0	44.0	54.1
Dependent family income in 1994			
Less than $25,000	11.7	38.5	54.9
$25,000–44,999	7.7	39.1	51.2
$45,000–69,999	6.8	42.5	53.1
$70,000 or greater	3.8	44.0	54.9
Independent student income in 1994			
Less than $6,000	22.4	45.8	44.9
$6,000–14,999	27.2	56.3	61.8
$15,000–24,999	8.7	36.4	41.6
$25,000 or greater	16.2	51.1	56.5

Table 7.8b—Among 1995–96 beginning postsecondary students who were not enrolled as of 1998 and who reported working, the percentage reporting various job enhancements as a result of their enrollment, by demographic characteristics and persistence risk factors when first enrolled —Continued

	Degree/certificate required for job	Able to earn higher salary	Able to take on more responsibility
Number of risk factors when first enrolled*			
None	11.0	40.5	54.4
One	8.9	49.0	60.1
Two or three	13.3	39.1	45.9
Four or more	16.5	47.2	52.9
Delayed postsecondary enrollment			
Did not delay	8.2	35.8	49.0
Delayed	15.0	48.3	54.6
Dependency status when first enrolled			
Dependent	8.3	40.4	53.4
Independent	18.2	47.6	51.7
Number of children when first enrolled			
None	9.3	39.5	49.7
One or more	22.1	53.3	58.5
Worked while enrolled 1995–96			
Did not work	24.2	54.3	59.6
Worked part time	10.6	37.9	46.3
Worked full time	10.2	42.2	52.5

—Too few cases for a reliable estimate.

*Risk factors include 1) part-time attendance; 2) delayed postsecondary enrollment; 3) financially independent from parents; 4) work full-time while enrolled; 5) have dependents; 6) single parent; and 7) dropped out of high school or completed with GED/Alternative credential.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.9—Among 1995–96 beginning postsecondary students who began at less-than-4-year institutions and were not enrolled as of 1998, the percentage distribution according to employment status, by degree attainment and applied field of study

	Currently working	Out of labor force	Currently looking for work
	Attained degree or certificate, not enrolled in 1998		
Total	80.3	10.8	9.0
Applied fields of study 1995–96			
Business/secretarial	84.0	10.8	5.2
Nursing/allied health	72.9	16.9	10.2
Technology/mechanical	88.4	6.5	5.1
Cosmetology	73.2	11.9	14.9
All other fields	76.5	13.6	9.9
	No degree or certificate, not enrolled in 1998		
Total	83.4	9.7	6.9
Applied fields of study 1995–96			
Business/secretarial	85.7	6.8	7.6
Nursing/allied health	83.6	8.9	7.5
Technology/mechanical	86.1	4.9	9.0
Cosmetology	58.7	26.5	14.9
All other fields	83.1	11.7	5.2

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.10—Among 1995–96 beginning postsecondary students who began at less-than-4-year institutions and were not enrolled as of 1998 and who reported working, the percentage distribution of average hours worked per week, the average number of hours worked per week, and the annual starting salary among those working full time, by degree attainment and applied field of study

	1–24 hours	25–34 hours	35 or more hours	Average hours worked	Median full-time starting salary
	Attained degree or certificate, not enrolled in 1998				
Total	7.3	15.3	77.5	38.5	$14,940
Applied fields of study 1995–96					
Business/secretarial	3.9	23.6	72.5	37.7	14,576
Nursing/allied health	2.7	18.3	79.0	38.3	13,193
Technology/mechanical	9.4	2.4	88.2	40.9	15,767
Cosmetology	15.5	14.8	69.7	36.3	8,560
All other fields	5.9	22.8	71.3	37.5	17,688
	No degree or certificate, not enrolled in 1998				
Total	10.5	10.8	78.7	38.9	15,056
Applied fields of study 1995–96					
Business/secretarial	13.6	7.2	79.3	37.1	17,667
Nursing/allied health	14.9	19.5	65.6	34.4	11,942
Technology/mechanical	3.8	10.5	85.7	42.7	19,567
Cosmetology	1.9	23.7	74.4	38.2	11,612
All other fields	11.9	8.2	80.0	39.4	14,851

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Table 7.11—Among 1995–96 beginning postsecondary students who began at less-than-4-year institutions and were not enrolled as of 1998 and who reported working, the percentage reporting various job enhancements related to enrollment, by degree attainment and applied field of study

	Degree/certificate required for job	Able to earn higher salary	Able to take on more responsibility
	Attained degree or certificate, not enrolled in 1998		
Total	30.4	67.2	70.5
Applied fields of study 1995–96			
Business/secretarial	16.6	66.1	63.3
Nursing/allied health	55.7	84.3	88.2
Technology/mechanical	19.7	62.1	71.3
Cosmetology	54.7	78.8	83.2
All other fields	17.0	47.6	50.4
	No degree or certificate, not enrolled in 1998		
Total	6.9	34.4	45.2
Applied fields of study 1995–96			
Business/secretarial	3.8	37.5	44.9
Nursing/allied health	19.9	37.0	34.8
Technology/mechanical	16.5	43.6	59.0
Cosmetology	25.8	20.4	39.2
All other fields	2.3	33.0	46.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Appendix A—Glossary

This glossary describes the variables used in this report. The items were taken directly from the BPS:98, Data Analysis System (DAS); see appendix B for a description of the DAS. The variables used in this analysis were either items taken directly from the surveys or derived by combining one or more items in these surveys.

The variables listed in the index below are in the order they appear in the report; the glossary is in alphabetical order by DAS variable name displayed along the right-hand column.

Glossary Index

INSTITUTIONAL CHARACTERISTICS

Type of first institution	ITNPSAS
Level of first institution	ITNPLV
Control of first institution	ITNPCT
Highest offering of first institution	ITNPSAS2

PROGRAM AND PURPOSE

Degree program at first institution	DGPGMY1
Degree goal at first institution	DGEXPY1/PGM4Y1
Transfer or degree expectation	PGM7Y1
Program/field at first institution	PGM1Y1
Purpose for enrolling	PGM6Y1
Applied field of study	PGM8Y1

PERSISTENCE AND ATTAINMENT

Total 3-year persistence and attainment/Attainment and persistence by degree goal	PRENRLB1
Attainment and retention at first institution	PRSIB1
Attainment and last year of enrollment 1995–98	PRENYRB1
Highest degree attained/Highest sub-baccalaureate degree attained	DGRETYB1
First type of degree attained/First type of sub-baccalaureate degree attained	DGRE1
Number of months enrolled through 1998	ENNUTTB1
Intensity pattern through last month enrolled 1995–98	ENIPTTB1
Academic year of last enrollment	PRENLAB1
Transfer status/First transfer direction	PRTRTYB1
Enrollment continuity through 1998	ENSENUB1

STUDENT CHARACTERISTICS WHEN FIRST ENROLLED

Gender	SBGENDER
Age during first month enrolled	SBAGFM
Race/ethnicity	SBRACE1
Marital status and children when first enrolled	SBMRCHY1
Parental education	PBEDHI3
Dependent family income	SFINDP94
Independent student income 1994	SFININ94
Student/employee role	SEROLEY1
Number of risk factors when first enrolled	SBRSK1Y1
High school diploma or equivalency status	HSDIPLOM
Delayed postsecondary enrollment	ENDELAY
Attendance status when began at first institution	ENINFM
Dependency status when began at first institution	SBDEP1Y1
Number of children when first enrolled	SBDPNY1
Single parent status	SBSINGY1
Worked while enrolled 1995–96	J1HOURY1

ACADEMIC PREPARATION

Met high math/science curriculum	HCBASIC4
Number of Advanced Placement tests taken	TEAPNUMB
Grade point average in high school	HCGPAREP
Derived SAT combined score	TESATDER

FINANCIAL AID

Received any aid/Average total aid amount	AATOTLY1
Received grants/Average grant amount	AAGRNTY1
Received loans/Average loan amount	AALON1Y1

EFFECTS OF EMPLOYMENT WHILE ENROLLED

Limits choice of classes	ESCLCHY1
Assists with class content	ESCLCNY1
Limits number of classes	ESCLNUY1
Limits class schedule	ESSCHEY1

REASONS FOR ENROLLING (EMPLOYEES)

Earn postsecondary credential	EEDEGRY1
Learn new job skills	EELEARY1
Advance in job	EEADVAY1
Required by job	EEREQUY1
Personal interest	EEPERSY1
For recreation	EERECRY1

POST-ENROLLMENT EMPLOYMENT

Employment status in 1998	JFSTAT98
Average hours worked per week	JFHOURB1
Full-time starting salary	JFINCOB1
Degree or certificate required	JFDEG1B1
Able to earn higher salary	JFESALB1
Able to take on more responsibility	JFERESB1
Have better job opportunities	JFEOPPB1
Relationship between current and past employment	JFNEWB1

Received grants/Average grant amount **AAGRNTY1**

Indicates whether student received grants and the average total amount of all grants federal, state, institutional, and private sector received during 1995–96. Includes employer tuition reimbursements.

Received loans/Average loan amount **AALON1Y1**

Indicates whether student received loans and the average total amount of all loans federal, state, institutional, and private sector received during 1995–96, excluding PLUS loans.

Received any aid/Average aid amount **AATOTLY1**

Indicates where student received any aid and the average total amount of financial aid received during 1995–96. Includes all grant, loan, work-study, and other assistance, including PLUS loans, veteran's and military benefits, vocational rehabilitation, JTPA, employer aid, and private aid.

Degree goal at first institution **DGEXPY1**

Highest degree expected at the first institution attended in 1995–96. Responses for any degree of BA or higher, plus those planning to transfer to a 4-year institution were coded as bachelor's/transfer. Those planning no degree at that institution or planning to transfer from one less-than-4-year institution to another were also coded as having no degree expectation. Responses of higher degrees than were offered at the institution were assumed to be planning to transfer.

None
Certificate
Associate's degree
Bachelor's degree or transfer to 4-year

Degree program at first institution **DGPGMY1**

First type of degree program at the first institution attended in 1995–96. This is a composite variable based primarily on the student interview response to the type of program. Missing or contradictory responses were coded based on the program indicated by the institution, the student's degree expectation, field of study, and level of degrees actually offered. Students at 2-year institutions who intended to transfer were classified in associate's degree programs.

Vocational certificate
Associate's degree
Bachelor's degree

First type of degree attained/First sub-baccalaureate degree attained **DGRE1**

First type of degree attained through June 1998. For first sub-baccalaureate credential attained, the category "bachelor's degree" was dropped from the categories below because of the small sample size.

None
Certificate
Associate's degree
Bachelor's degree

Highest degree attained/Highest sub-baccalaureate degree attained **DGRETYB1**

Combinations of types of degrees attained through June 1998. The possible response categories are as follows:

None
Attained certificate only
Attained associate's degree only
Attained bachelor's degree only
Attained certificate and associate's degree
Attained certificate and bachelor's degree
Attained certificate, associate's degree, and bachelor's degree

For this analysis, the response categories were aggregated as follows:

None
Certificate
Associate's degree
Bachelor's degree

For highest sub-baccalaureate degree attained, the category "bachelor's degree" was dropped because of the small sample size.

Advance in job **EEADVAY1**

Students who were employed and who identified as employees who decided to enroll were asked, "Were each of the following important considerations in your decision to go to school while working: to gain skills for advancement in current job (EEADVAY1), to complete a degree or certificate program (EEDEGRY1), to gain skills needed for a new job or career (EELEARY1), personal enrichment or interest in the subject (EEPERSY1), for recreation (EERECRY1)?" Asked in NPSAS:96 student CATI (Yes/No).

Earn postsecondary credential **EEDEGRY1**

Students who were employed and who identified as employees who decided to enroll were asked, whether completing a degree or certificate program was an important considerations in the decision to go to school while working. For complete description see EEADVAY1. Asked in NPSAS:96 student CATI (Yes/No).

Learn new job skills **EELEARY1**

Students who were employed and who identified as employees who decided to enroll were asked, whether gaining skills needed for a new job or career was an important considerations in the decision to go to school while working. For complete description see EEADVAY1. Asked in NPSAS:96 student CATI (Yes/No).

Personal interest **EEPERSY1**

Students who were employed and who identified as employees who decided to enroll were asked, whether personal enrichment or interest in the subject was an important considerations in the decision to go to school while working. For complete description see EEADVAY1. Asked in NPSAS:96 student CATI (Yes/No).

For recreation **EERECRY1**

Students who were employed and who identified as employees who decided to enroll were asked, whether recreation was an important considerations in the decision to go to school while working. For complete description see EEADVAY1. Asked in NPSAS:96 student CATI (Yes/No).

Required by job **EEREQUY1**

Students who were employed and who identified as employees who decided to enroll were asked, whether enrollment requirement for employment in current job was an important considerations in the decision to go to school while working. For complete description see EEADVAY1. Asked in NPSAS:96 student CATI (Yes/No).

Delayed postsecondary enrollment **ENDELAY**

Indicates whether respondents delayed enrollment in postsecondary education, as determined by receipt of high school diploma prior to 1995 or reaching age 20 before December 31, 1995.

Did not delay
Delayed

Attendance status when began at first institution **ENINFM**

Indicates the intensity of first month enrolled 1995–98. Based primarily on institutional records.

Full time
Part time

Intensity pattern through last month enrolled 1995–98 **ENIPTTB1**

Pattern of enrollment intensity during months enrolled at all institutions, through June 1998. Attendance pattern refers to the student's full-time, part-time, or mixed attendance while enrolled.

Always full time	Students were enrolled full time for all months enrolled through 1998.
Mixed	Students were enrolled both full time and part time or had some other pattern of enrollment during enrolled months.
Always part time	Students were enrolled exclusively part time during enrolled months.

Number of months enrolled through 1998 **ENNUTTB1**

Total number of months enrolled at any institution through June 1998.

Less than 12 months
12–24 months
25 months or more

Enrollment continuity though 1988 **ENSENUB1**

Count of spells of continuous enrollment at any institution each separated by more than four months of nonenrollment, through June 1998.

Continuously enrolled	Student was continuously enrolled without any interruption of more than 4 months.
Not continuously enrolled	Student was enrolled for more than one spell, separated by more than 4 months.

Limits choice of classes **ESCLCHY1**

Students who were employed and who identified as a student working to meet expenses were asked, "Did having a job: restrict your choice of classes (ECLCHY1)?; assist with class subjects (ESCLCNY1)?; limit the number of classes you could take (ESCLUNUY1)?; limit class schedule (ESSCHEY1)?" Asked on NPSAS:96 CATI (Yes/No).

Assists with class content **ESCLCNY1**

Students who were employed and who identified as a student working to meet expenses were asked whether having a job assists with class subjects. For complete description, see ESCLCHY1. Asked on NPSAS:96 CATI (Yes/No).

Limits number of classes **ESCLNUY1**

Students who were employed and who identified as a student working to meet expenses were asked whether having a job limits the number of classes he/she could take. For complete description, see ESCLCHY1. Asked on NPSAS:96 CATI (Yes/No).

Limits class schedule **ESSCHEY1**

Students who were employed and who identified as a student working to meet expenses were asked whether having a job limits class schedules. For complete description, see ESCLCHY1. Asked on NPSAS:96 CATI (Yes/No).

Met high math/science curriculum **HCBASIC4**

Indicates whether student has completed or was planning to complete a math/science high school curriculum of four years each of English, math, and science, three years of social studies, and two years of foreign language, according to self-report on standardized test questionnaire. Applies only to students who took the SAT or ACT (95 percent of beginners at 4-year institutions).

Did not meet threshold
Met curriculum threshold

Grade point average in high school **HCGPAREP**

High school grade point average on the standardized test date, according to self-report on test questionnaire. For a number of students, both SAT and ACT score reports were available. In these cases, high school grade and curriculum information from the more recent test date was used. Applies only to students who took the SAT or ACT.

B or less
B+ to A-
Mostly As

High school diploma or equivalency status **HSDIPLOM**

Indicates type of high school degree reported by the sample institution or, if not available, by the student. If student-reported information was used, it was collected from the CATI and in response to the question, "Did you receive a high school diploma, pass a General Educational Development (GED) test, or receive a high school completion certificate?"

Students who attended foreign high schools were coded as receiving a high school completion certificate.

High school diploma
GED or high school equivalent
None

Control of first institution **ITNPCT**

Control of the first institution attended 1995–96.

Public	A postsecondary education institution supported primarily by public funds and operated by publicly elected or appointed officials who control the programs and activities.
Private, not-for-profit	A postsecondary institution that is controlled by an independent governing board and incorporated under Section 501 (c) (3) of the Internal Revenue Code.
Private, for-profit	A postsecondary institution that is privately owned and operated as a profit-making enterprise. Includes career colleges and proprietary institutions.

Level of first institution **ITNPLV**

Highest award offering of student's first institution attended 1995–96.

4-year	Denotes 4-year institutions that can award bachelor's degrees or higher, including institutions that award doctorate degrees and first-professional degrees. These include chiropractic, pharmacy, dentistry, podiatry, medicine, veterinary medicine, optometry, law, osteopathic medicine, and theology.

2-year	Institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at 4-year institutions.
Less than 2-year	At least one of the programs offered at the institution is three months or longer, and produces a terminal award or certificate. In addition, no program at the institution lasts longer than two years.

Type of first institution **ITNPSAS**

Level and control of the first institution attended. The sample size of beginners at less-than-2-year private, not-for-profit institutions was too small to report.

- 4-year
  - Public
  - Private, not-for-profit
  - Private, for-profit
- 2-year
  - Public
  - Private, not-for-profit
  - Private, for-profit
- Less-than-2-year
  - Public
  - Private, for-profit

Highest offering of first institution **ITNPSAS2**

The highest degree offered at the first 4-year institution attended. Indicates whether the institution offered doctorate or first-professional degrees.

- Doctorate-granting
- Nondoctorate-granting

Worked while enrolled 1995–96 **J1HOURY1**

Indicates the average hours the student worked per week while enrolled during 1995–96, based on student's report of average hours worked per week while enrolled during 1995–96. Full time is defined as working 35 or more hours per week.

- Did not work
- Worked part time
- Worked full time

Degree/certificate required for job **JFDEG1B1**

Students who reported post-enrollment employment were asked, "Was a degree such as a bachelor's or associate's degree or a postsecondary certificate required by your employer as a condition for working as a/an [OCCUPATION]? " Respondents who held more than one job after graduating or leaving school were asked to focus on the one job in which they worked the most hours per week. Asked on student CATI (Yes/No).

Have better job opportunities **JFEOPPB1**

Students who reported post-enrollment employment were asked, "Has attending [MOST RECENT SCHOOL] provided you with opportunities for better jobs than you could have gotten had you not attended [MOST RECENT SCHOOL]?" Respondents who held more than one job after graduating or leaving school were asked to focus on the one job in which they worked the most hours per week. Asked on student CATI (Yes/No).

Able to take on more responsibility **JFERESB1**

Students who reported post-enrollment were asked, "Are you able to take on more responsibility on the job than you would have had you not attended [MOST RECENT SCHOOL]?" Respondents who held more than one job after graduating or leaving school were asked to focus on the one job in which they worked the most hours per week. Asked on student CATI (Yes/No).

Able to earn higher salary **JFESALB1**

Students who reported post-enrollment employment were asked, "Are you able to earn higher salaries than you would have had you not attended [MOST RECENT SCHOOL]?" Respondents who held more than one job after graduating or leaving school were asked to focus on the one job in which they worked the most hours per week. Asked on student CATI (Yes/No).

Average hours worked per week **JFHOURB1**

Students not enrolled at the time of the first follow-up interview were asked, "When you first worked as a/an [OCCUPATION] after graduating from/leaving [MOST RECENT SCHOOL], how many hours did you work each week?" Respondents who held more than one job after graduating or leaving school were asked to focus on the one job in which they worked the most hours per week. Imputed to zero if respondent has not worked since leaving postsecondary education. Asked on student CATI.

Full-time starting salary **JFINCOB1**

Students not enrolled at the time of the first follow-up interview were asked, "What was your annual salary for the job at the time you graduated from/left school? [OR] What was your annual starting salary for the job?" Respondents who held more than one job after graduating or leaving school were asked to focus on the one job in which they worked the most hours per week. This analysis looks at median full-time starting salary. Asked on student CATI.

Relationship between current and past employment **JFNEWB1**

For students who reported post-enrollment employment, indicates whether held same or new job and same or new employer at first job held after leaving postsecondary education.

New employer new job
Same employer new job
Same employer same job
More than one job after leaving

Employment status in 1998

JFSTAT98

If respondent indicated working after enrollment, then respondent was coded as working in 1998. If respondent reported currently looking for work, respondent was coded as looking, otherwise respondent was coded as out of the labor force.

Currently working
Looking for work
Out of labor force

Parental education

PBEDHI3

Aggregated educational level of parent with greater educational attainment, as reported by the parent respondent, or the student, if no parent CATI was obtained. Reflects editing of father's or mother's education based on father's or mother's occupation, where occupational and educational levels were discrepant.

High school diploma or less
Some postsecondary education
Bachelor's degree
Advanced degree

Program/field at first institution

PGM1Y1

For students beginning at less than 4-year institutions only, this variable indicates the first type of degree program in which the student was enrolled at the first institution attended. Applied associate's degree fields generally include computer science, engineering, business, health, and early childhood education. Liberal arts generally include humanities, social sciences, life and physical sciences, and mathematics, as well as education beyond early childhood, pre-law, and pre-medical courses of study.

Certificate
Associate's—applied fields
Associate's—liberal arts/uncertain

Degree goal at first institution

PGM4Y1

For students beginning at less than 4-year institutions only, this variable indicates highest level of education that the student expected to complete at the first institution attended. Students reporting no degree and no transfer, or transfer to a 2-year school were coded as expecting no degree at this institution. The same as DGEXPY1, but includes additional cases with values imputed from responses to related questions.

None
Certificate
Associate's
Transfer 4-year/bachelor's

Purpose for enrolling

PGM6Y1

For students beginning at less than 4-year institutions only, this variable indicates the primary reason for enrolling at the first institution. It is based on prior response to highest degree expected at the institution. The wording of this question varied depending on the student's expectations regarding the receipt of a degree from the first institution. Students who did not expect to receive any degree or to receive a vocational certificate were asked, "Are you enrolled for a job-related reason or some other reason?" All others were asked: "What is your primary reason for enrolling in this school?" Asked on student CATI. The interviewers had the following choice of response categories:

Job skills	
Degree or certificate	
Transfer to 2-year	
Transfer to 4-year	
Other	Includes transfer, not sure where; and personal enrichment/other.

Transfer or degree expectation

PGM7Y1

For students beginning at less than 4-year institutions only, this variable indicates whether the student expected to receive a degree at the first institution attended or expected to transfer to a 4-year institution, and combinations of the two. Composite variable based on other program/purpose variables PGM4Y1 and PGM6Y1. Students who responded that they intended to transfer to a 4-year institution on any of these variables were coded as having transfer expectations; the others were coded as having no 4-year institution transfer expectations. Those who indicated on any of these variables that they did not intend to get a degree at the first institution (including transfers) were coded as having no degree expectation at that institution; the others were coded as having degree expectations.

No degree, no transfer
Degree, no transfer
Degree, transfer
No degree, transfer

Applied field of study

PGM8Y1

For students beginning at less-than-4-year institutions only, this variable indicates the applied and vocational fields of study during the first year at less-than-4-year institutions. The most frequently indicated fields are shown. Liberal arts and undeclared majors are excluded. Based on student-reported degree programs and majors, reclassified.

Business/secretarial	
Nursing/allied health	
Cosmetology	
Other	Includes Technology/mechanical, Computers/data processing, Early childhood/childcare, Criminal justices/paralegal, All other applied fields.

Academic year of last enrollment **PRENLAB1**

Indicates the academic year during or after which the student was no longer enrolled in postsecondary education. Academic year defined as months from July of first year through June of next year, inclusive.

1995–96
1996–97
1997–98

Total 3-year persistence and attainment **PRENRLB1**

Identifies whether students had attained a degree by June 1998 and whether or not they were enrolled during spring 1998 by level of institution. Enrollment during any month from February through June 1998 constitutes enrollment during spring 1998. All possible categories are as follows:

No degree, not enrolled
No degree, enrolled at less-than-2-year
No degree, enrolled at 2-year
No degree, enrolled at 4-year
Attained certificate's, not enrolled
Attained certificate's, enrolled at less-than-2-year
Attained certificate's, enrolled at 2-year
Attained certificate's, enrolled at 4-year
Attained associate's degree, not enrolled
Attained associate's degree, enrolled at less-than-2-year
Attained associate's degree, enrolled at 2-year
Attained associate's degree, enrolled at 4-year
Attained bachelor's degree, not enrolled
Attained bachelor's degree, enrolled less-than--2-year
Attained bachelor's degree, enrolled at 2-year
Attained bachelor's degree, enrolled at 4-year

For this analysis, the categories were aggregated as follows:

Attained, not enrolled
Attained, enrolled
No degree, enrolled
No degree, not enrolled

Attainment and persistence by degree goal **PRENRLB1**

Aggregated version of total 3-year persistence variable for analysis by the student's degree goals (certificate, associate's degree, or bachelor's degree)

Attained certificate
Attained associate's degree
Attained bachelor's degree
No degree, enrolled at less-than-4-year
No degree, enrolled at 4-year
No degree, not enrolled

Attainment and last year of enrollment 1995–98 **PRENYRB1**

Identifies whether students had attained a degree by June 1998, and if not, their last academic year of enrollment in postsecondary education.

No degree, last year 1995–96
No degree, last year 1996–97
No degree, last year 1997–98
No degree, enrolled spring 1998
Attained degree by spring 1998

Attainment and retention at first institution **PRSIB1**

Identifies the outcome of the first institutional spell. The first institutional spell is the first spell of continuous enrollment at the first institution. For those who attained a degree prior to the spell end, the variable identifies the degree attained. For those who did not attain prior to the spell end, the variable distinguishes whether the student is still enrolled at the first institution in spring 1998, experienced a stopout and returned to the NPSAS institution, experienced a stopout and enrolled at new institution, experienced an immediate transfer to a new institution, or left postsecondary education without return at the end of the spell. All possible categories are as follows:

Continuous, no transfer, attained bachelor's degree
Continuous, no transfer, attained associate's degree
Continuous, no transfer, attained certificate
No degree, continuous, enrolled at institution
No degree, stopout, returned to institution
No degree, stopout, enrolled at new institution
No degree, no stopout, enrolled at new institution
No degree, left without return

For this analysis, the categories were aggregated as follows:

Attained bachelor's degree
Attained associate's degree
Attained certificate
Still enrolled
Left without return
Transferred

Transfer status/First transfer direction **PRTRTYB1**

Identifies the type of first transfer among students who transferred by June 1998. Immediate transfers are those occurring without a break in enrollment of more than four months, and thus occur within the first enrollment spell. Delayed transfers are those which occur following a stopout of five or more months. A downward transfer is a move from one institution to a lower level institution. Upward or lateral transfers are those involving a move from one institution to another with an equal or higher level. All possible response categories are as follows:

Did not transfer by spring 1988
Immediate, downward transfer
Immediate, upward/lateral transfer
Delayed, downward transfer
Delayed, upward/lateral transfer

For this analysis, the categories were aggregated as follows:

- Did not transfer
- Transferred
  - Downward transfer
  - Upward or lateral transfer

Age during first month enrolled **SBAGFM**

Respondent's age, calculated from date of birth and first month enrolled, on the first day of the first month enrolled in postsecondary education.

- 18 years or younger
- 19 years
- 20–23 years
- 24–29 years
- 30 or older

Dependency status when began at first institution **SBDEP1Y1**

Student dependency status in 1995–96. Students were considered independent if

1. Student was 24 years old or older as of 12/31/1995;
2. Student was a veteran of the U.S. Armed Forces;
3. Student was married;
4. Student was an orphan or ward of the court;
5. Student had legal dependents, other than spouse; or
6. Student could document self-sufficiency or lack of parental support.

- Dependent
- Independent

Number of children when first enrolled **SBDPNY1**

Number of dependent children of respondent in 1995.

- None
- One or more

Gender **SBGENDER**

Student gender based on student- or institution-reported gender.

- Male
- Female

Marital status and children when first enrolled

SBMRCHY1

Marital status, dependency, and whether respondent had dependent children in 1995.

Single, no children (dependent)	
Single, no children (independent)	
Single with children	
Married	Includes students who were married with no children and married with children.

Race/ethnicity

SBRACEC1

White, non-Hispanic	A person having origins in any of the original people of Europe, North Africa, or the Middle East (except those of Hispanic origin).
Black, non-Hispanic	A person having origins in any of the black racial groups of Africa, not of Hispanic origin.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
Asian/Pacific Islander	A person having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.
American Indian/Alaskan Native	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Number of risk factors when first enrolled

SBRSK1Y1

The sum of 7 characteristics known to adversely affect persistence and attainment. Characteristics include:

1. Delayed enrollment,
2. No high school diploma including GED recipients
3. Part-time enrollment
4. Financial independence
5. Having dependents other than spouse
6. Single parent status,
7. Working full-time while enrolled 35 hours or more.

For this analysis, the categories were aggregated as follows:

None
One
Two or three
Four or more

Single parent status **SBSINGY1**

Indicates whether student had dependents and was not married during 1995–96.

Not a single parent
Single parent

Student/employee role **SEROLEY1**

Student's response to CATI question in NPSAS:96: "While you were enrolled and working, would you say you were primarily a student working to meet expenses or an employee who's decided to enroll in school?"

Did not work while enrolled
Student working to meet expenses
Employee who's decided to enroll

Dependent family income **SFINDP94**

Total income of parents of dependent student during the 1994 calendar year. Categories represent family income quartiles of beginning dependent students.

Less than $25,000
$25,000–44,999
45,000–69,999
70,000 or greater

Income of independent student 1994 **SFININ94**

Total income for independent students (and spouse) during 1994 calendar. Categories represent beginning independent student income quartiles.

Less than 6,000
6,000–14,999
15,000–24,999
25,000 or greater

Number of Advanced Placement tests taken **TEAPNUMB**

Student response to question, "Did you take any advanced placement tests? Which ones did you take and what was your score?" Asked on NPSAS:96 student CATI. The categories for this analysis are:

None
One
More than one

Derived SAT combined score **TESATDER**

Student's Scholastic Assessment Test (SAT I Reasoning Test) combined score, which is either the sum of SAT verbal and mathematics scores or the ACT Assessment (American College Testing program) composite score converted to an estimated SAT combined score using a concordance table.[38] Constructed from agency-reported, institution-reported, or student-reported SAT or ACT scores in the following order of precedence (with corresponding percentages of beginning postsecondary students):

1. Agency-reported (ETS) SAT verbal and math scores (30%);
2. Agency-reported (ACT) ACT composite scores (22%);
3. Institution-reported (CADE) SAT verbal and math scores (2%);
4. Institution-reported (CADE) ACT composite scores (1%);
5. Student-reported (CATI) SAT verbal and math scores (1%);
6. Student-reported (CATI) ACT composite scores (1%).

All SAT scores are provided in original (not recentered) scale. Applies to cases having any reported ACT composite score or SAT verbal and mathematics scores (56 percent of all beginning postsecondary students and 95 percent of those beginning at 4-year institutions). For this analysis, the scores were aggregated according to the lowest, two middle, and highest quartiles in the BPS sample.

Lowest quartile (400–700)
Middle quartiles (710–1020)
High quartile (1030–1600)

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[38] G. Marco, A. Abdel-Fattah, and B. Barton, *Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT* (College Board Report 92–3) (New York: College Entrance Examination Board, 1992).

Appendix B—Technical Notes and Methodology

The Beginning Postsecondary Student Longitudinal Study (BPS:96/98)

The Beginning Postsecondary Student Longitudinal Study (BPS) is composed of the students who participated in the 1995–96 National Postsecondary Student Aid Survey (NPSAS:96) who enrolled in postsecondary education for the first time in 1995–96. The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) to determine how students and their families pay for postsecondary education.[39] It also describes demographic and other characteristics of students enrolled. The study is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:96, information was obtained from more than 830 postsecondary institutions on approximately 44,500 undergraduate, 8,700 graduate, and 2,500 first-professional students. They represented about 16.7 million undergraduates, 2.4 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 1995 and June 30, 1996.

The BPS sample consists of approximately 12,000 students identified in NPSAS:96 who were beginning postsecondary education for the first time. Unlike other NCES longitudinal surveys (such as High School and Beyond) which are based on age-specific cohorts, the BPS sample is more likely to include some of the increasing numbers of "nontraditional" postsecondary students, such as those who have delayed their education due to financial need or family responsibilities. The first follow-up of the BPS cohort (BPS:96/98) occurred in the spring and summer of 1998, approximately 3 years after they first enrolled. Approximately 10,300 of the students who first began in 1995–96 were located and interviewed in the first follow-up. The weighted effective response rate for potential members of the BPS cohort in the NPSAS:96 base year was 77.6 percent. The weighted effective response rate in the 1998 follow-up of the NPSAS:96 respondents was 85.9 percent. The overall weighted response rate (including those who were nonrespondents in NPSAS:96) for the BPS:96/98 first follow-up was 79.8 percent.[40]

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[39] For more information on the NPSAS survey, consult U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 1995–96 National Postsecondary Student Aid Study* (NCES 98–073) (Washington, DC: 1997). Additional information is also available at the NPSAS website http://nces.ed.gov/npsas.

The BPS:96/98 Data Analysis System includes a sample weight for cross-sectional analysis of the students in 1995–96 (B98IAWT) and for longitudinal analysis of the sample through 1998 (B98AWT). All of the tables and estimates in this report used the longitudinal analysis weight.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors occur because observations are made only on samples of students, not entire populations. Nonsampling errors occur not only in sample surveys but also in complete censuses of entire populations. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and imputing missing data.

Data Analysis System

The estimates presented in this report were produced using the BPS:98 Data Analysis Systems (DAS). The DAS software makes it possible for users to specify and generate their own tables from the BPS:98 data. With the DAS, users can replicate or expand upon the tables presented in this report. In addition to the table estimates, the DAS calculates proper standard errors[41] and weighted sample sizes for these estimates. For example, table B1 contains standard errors that correspond to table 1 in the essay of this report, and was generated by the DAS. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message "low-N" instead of the estimate.

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[40] For more information on the BPS:96/98 survey, consult U.S. Department of Education, National Center for Education Statistics, *Beginning Postsecondary Students Longitudinal Study First Follow-up 1996–98, Methodology Report* (NCES 2000–157) (Washington, DC: 2000).

[41] The BPS:98 samples are not simple random samples and, therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

Table B1—Standard errors for table 1.1: Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 3-year persistence and attainment status as of spring 1998, by first institution attended and first degree program

	Highest degree attained				Total 3-year persistence and attainment			
	None	Certificate	Associate's degree	Bachelor's degree	Attained, not enrolled	Attained, enrolled	No degree, enrolled	No degree, not enrolled
Total	0.9	0.8	0.6	0.1	0.8	0.5	1.1	1.0
Type of first institution								
4-year								
Public	0.5	0.3	0.3	0.3	0.4	0.3	1.5	1.3
Private, not-for-profit	0.7	0.4	0.5	0.3	0.5	0.5	1.9	1.6
Private, for-profit	4.4	2.4	6.2	3.1	1.9	3.0	8.8	6.1
2-year								
Public	1.7	1.4	1.3	0.0	1.2	1.0	1.7	1.8
Private, not-for-profit	4.2	3.3	3.8	1.5	5.0	2.6	4.1	3.7
Private, for-profit	3.3	3.4	3.0	0.0	3.7	2.1	3.4	2.5
Less-than-2-year								
Public	7.9	7.7	0.4	0.0	8.4	1.7	3.0	7.8
Private, for-profit	3.2	3.3	0.6	0.0	3.5	1.4	1.2	4.0
Level of first institution								
4-year	0.4	0.2	0.3	0.2	0.3	0.2	1.2	1.0
2-year	1.6	1.3	1.2	0.0	1.2	0.9	1.6	1.6
Less-than-2-year	3.0	3.0	0.5	0.0	3.2	1.2	1.1	3.5
Control of first institution								
Public	1.1	0.9	0.8	0.1	0.8	0.7	1.3	1.2
Private, not-for-profit	0.8	0.5	0.6	0.3	0.6	0.5	1.9	1.6
Private, for-profit	2.4	2.7	1.2	0.1	2.7	1.2	1.4	2.7
Degree program at first institution								
Certificate	2.9	2.9	0.6	0.0	2.9	1.1	1.9	3.0
Associate's degree	1.4	0.5	1.4	0.0	0.5	1.1	1.7	1.7
Bachelor's degree	0.3	0.2	0.2	0.2	0.2	0.2	1.0	1.0
Degree goal at first institution								
None	1.6	1.2	1.1	0.1	1.3	0.9	2.9	2.9
Certificate	3.4	3.4	0.7	0.0	3.2	1.4	1.9	3.4
Associate's degree	2.0	0.9	2.0	0.1	0.9	1.7	2.4	2.4
Bachelor's degree or transfer to 4-year	0.6	0.3	0.5	0.2	0.4	0.5	1.3	1.1
First sub-baccalaureate degree attained								
None	0.0	†	†	†	†	†	1.1	1.1
Certificate	†	0.8	0.7	0.3	2.4	2.4	†	†
Associate's degree	†	0.0	0.7	0.7	3.8	3.8	†	†

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

In addition to tables, the DAS will also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFTs) for each variable in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the BPS:98 stratified sampling method.

The DAS can be accessed electronically at www.nces.ed.gov/DAS. For more information about BPS:98 Data Analysis System, contact:

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Statistical Procedures

Differences Between Means

The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error,[42] or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

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[42] A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

$$\frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1\ se_2}} \tag{2}$$

where *r* is the correlation between the two estimates.[43] This formula is used when comparing two percentages from a distribution that adds to 100. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$\frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\ se_{sub}^2}} \tag{3}$$

where *p* is the proportion of the total group contained in the subgroup.[44] The estimates, standard errors, and correlations can all be obtained from the DAS.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading since the magnitude of the *t* statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large *t* statistic.

A second hazard in reporting statistical tests for each comparison occurs when making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p \leq .05/k$ for a particular pairwise comparison, where that comparison was one of *k* tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that for *k* comparisons within a family of possible comparisons, the significance level for all the comparisons will sum to $p \leq .05$.[45]

For example, in a comparison of the percentages of males and females who enrolled in postsecondary education, only one comparison is possible (males versus females). In this family,

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[43] U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician*, no. 2, 1993.

[44] Ibid.

[45] The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the *t* statistic required to ensure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association* 56 (1961): 52–64.

$k=1$, and the comparison can be evaluated without adjusting the significance level. When students are divided into five racial–ethnic groups and all possible comparisons are made, then $k=10$ and the significance level of each test must be $p \leq .05/10$, or $p \leq .005$. The formula for calculating family size (k) is as follows:

$$k = \frac{j(j-1)}{2} \tag{4}$$

where j is the number of categories for the variable being tested. In the case of race–ethnicity, there are five racial–ethnic groups (American Indian/Alaskan Native; Asian/Pacific Islander; black, non-Hispanic; Hispanic; and white, non-Hispanic), so substituting 5 for j in equation 4,

$$k = \frac{5(5-1)}{2} = 10$$

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